Iowa State Board of Education

Executive Summary

July 29, 2010

Agenda Item: Southeastern Community College’s Accreditation Report (SCC)

Iowa Goal: Individuals will pursue postsecondary education in order to drive economic success.

Equity Impact Statement: SCC supports an open-door policy in enrollment of all students.

Presenters: Colleen Hunt, Chief Bureau of Community College Services and Career and Technical Education

Beverly Simone, Ed.D., President Southeastern Community College

Attachments: 1

Recommendation: The Department of Education recommends continued accreditation for SCC through 2013. A state compliance accreditation visit will be held in 2013.

Background: This is a report of the evaluation of SCC for continued state accreditation as an associate degree-granting institution. The Iowa Department of Education conducted the evaluation visit on April 21-23, 2010. The findings reflect the work of the accreditation team in the comprehensive review of SCC.

SCC is following the Academic Quality Improvement Program (AQIP) model for accreditation with the Higher Learning Commission, a commission of the North Central Association (NCA). With AQIP, an institution demonstrates it meets accreditation standards and expectations through sequences of events that align with those ongoing activities that characterize organizations striving to improve their performance.
Accreditation Evaluation

Southeastern Community College

On-Site Visit Conducted
April 21-23, 2010

Iowa Department of Education
Division of Community Colleges and Workforce Preparation
Bureau of Community Colleges and Career and Technical Education Services
STATE OF IOWA
DEPARTMENT OF EDUCATION
Grimes State Office Building
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Des Moines, Iowa 50319-0146

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Accreditation Team
Southeastern Community College Accreditation Visit
April 21-23, 2010

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Southeastern Community College’s State Accreditation  
Conducted April 21-23, 2010

Purpose of the Visit  
This was an accreditation visit for Southeastern Community College (SCC) by the Iowa Department of Education (DE).

Organizational Context  
SCC is a public institution of higher education which encompasses all of Des Moines, Henry, and Lee counties and part of Louisa county in Southeast Iowa, which has a total population of approximately 100,000. SCC’s service area is bordered by the Mississippi river and Illinois on the east and Missouri on the south. SCC includes two campuses, located in West Burlington and Keokuk (South Campus) and two Centers, in Mount Pleasant and Fort Madison, Iowa. SCC is governed by a five-member Board of Trustees elected from and by the citizens of five separate director districts. SCC is accredited by the Higher Learning Commission and is a member of the North Central Association of Colleges and Schools.

SCC was established in 1967. The Burlington Junior College was founded in 1920, and Keokuk Community College was established in 1953, which became the north and south campuses of SCC. Today, SCC provides a variety of educational and enrichment opportunities to residents of Southeast Iowa, north central Missouri and West Central Illinois and is guided by its mission. SCC carries out its educational mission by offering pre-baccalaureate education for transfer students, career and technical education for direct employment, remedial instruction, training and continuing education, workforce solutions, and many student services.

Mission, Vision, and Values

Mission: The mission of SCC, an institution of higher education, is to provide quality, affordable, and accessible lifelong learning opportunities which meets or exceeds the expectations of the people they serve.

Vision: SCC envisions itself as a dynamic leader in lifelong learning, an innovator of responsive programs and services, and a promoter of professional, personal, social, and economic development.

Values: SCC values quality education. SCC values their students and employees, respects their diversity, recognizes and encourages the use of their unique talents and contributions to our entire college community, and supports their personal and professional development. SCC encourages their co-curricular, social, civic, and cultural participation. SCC invites innovation, creative problem-solving, and risk-taking. SCC values teamwork, cooperation, and collaboration as part of our continuous improvement efforts. SCC believes in an industrious, enthusiastic, and congenial work and learning environment. SCC values integrity in their interactions, and advocating open and respectful communication. SCC honors the trust placed in SCC to prepare learners for their many roles in a dynamic global society. All statements are posted on SCC’s website.
Sites or Branch Campuses/Centers Reviewed

- Southeastern Community College Campus—West Burlington and Keokuk
- CBIZ (Center for Business)

Interactions with Institutional Constituencies

1. Cabinet
2. President
3. Vice Presidents
4. Interim Chief Academic Officer
5. Institutional Advancement/Grants
6. Students
7. Coordinators and Managers
8. Institutional Assessment Team
9. Information Technology staff
10. CBIZ Staff
11. Title III Staff
12. Academic Quality Improvement Program (AQIP) Director
13. Arts and Sciences Faculty
14. Career and Technical Faculty
15. Deans and Directors
16. Athletic Directors
17. ICCOC (Iowa Community College Online Consortium) Staff
18. Coordinators and Supervisors
19. Quality Faculty Plan Committee
20. Curriculum Committee
21. Institutional Researcher
22. Equity Staff
23. Student Services Staff
24. Board of Trustees
25. Human Resources Staff
26. High School Liaison
27. Advisory Committees
28. Support Staff
29. Maintenance and Custodial Staff
30. Library Staff
Principle Documents, Materials, and On-line Information Reviewed

1. Web Page
2. Board Policies
3. Career and Career Option Programs Program Review Process
4. Articulation Agreements
5. Academic Quality Improvement Program (AQIP) Documentation
6. Campus Safety reports
7. Board Minutes
8. Current Organizational Chart
9. Student Handbook
10. Faculty Handbook
11. Minutes from Standing Committees
12. Sports Offerings Demographics
13. Documentation of strategies to recruit, enroll, retain, and successfully serve students in nontraditional careers, students from under-represented racial/ethnic groups, English language learners, students with disabilities, and other nontraditional students.
14. Long-range planning for building development and equipment.
15. EEO/AA Documentation
16. Written Human Resources Policy and Procedures
17. Publications and Statements Representing the Institution
18. College Statement on General Education
19. College Catalog
20. Statements of Mission, Vision, Values and Goals
21. Student Placement Data Report
22. Course Schedule
23. Concurrent Enrollment Offering Information
24. District Demographic Information
26. Student Satisfaction Surveys and Results
27. Evidence of College’s Assessment Planning and Implementation
28. Strategic Plan
29. Schedule of Professional Development Activities and Participation
30. Written Plans and Procedures for Involvement of Faculty, Staff and Students in Governance
31. Teacher Load Information
32. Faculty Personnel Files
33. Quality Faculty Plan
Additional State Review Requirements

✓ The Quality Faculty Plan, as required by Iowa Code, was reviewed at SCC and was found to have met the stated requirements of the Iowa Code.

✓ Review of faculty personnel files, as required by Iowa Code, did not present any issues.

✓ Review of faculty load, as required by Iowa Code, did not present any issues.

✓ Iowa Code requirement of reviewing 20 percent of career and technical education programs per year is being followed. SCC exceeds this recommendation by being on a three-year cycle.

✓ Special needs issues were reviewed and found to meet the stated requirements of the Iowa Code.

✓ The college's AS-28s and the college catalog were reviewed and did not present any issues.

Adequacy of Progress in Addressing Previous Accreditation Visit

None were recommended at the conclusion of the previous interim visit.
I. HELPING STUDENTS LEARN

Category 1 identifies the shared purpose of all higher education organizations. The pivot of any institutional analysis, this category focuses on the teaching-learning process within a formal instructional context yet also addresses how your entire institution contributes to helping students learn and overall student development. This category asks you to measure and analyze the performance of these key processes, and to describe what actions you take to continuously improve teaching and learning.

Strengths:

- Faculty and staff have much opportunity to participate in professional development activities, and adequate resources are appropriated for these activities. Interviewees indicated that the college faculty and staff appreciate these opportunities.
- Program advisory committees are involved, invested, and engaged in improving programs and student learning.
- Faculty and the administrative team reported that the college has implemented a continuous process improvement (CPI) team to address the consistency of the academic rigor of the college’s curriculum within programs and departments without regard to the mode of delivery. Several interview groups referred to this team as a positive step in assuring and maintaining academic rigor across the college. They stated that this team provides dialogue and collaboration among current, new, adjunct, and concurrent credit faculty. Interviewees stated that this team is a vehicle for coming to common terminology and common understanding about the characteristics of quality curriculum and instruction. Faculty and the administrative team cited the need to continue to expand the delivery of curriculum to additional students in the region utilizing all the methods of delivery. Concern was expressed, however, that the current quality of instruction must be maintained or improved. Faculty and administration expressed optimism that the team would be successful in identifying guiding principles that would enable the attainment of this goal of continuing quality.
- The college is very supportive of technology acquisition and infusion into instructional settings. Examples are: 1) the effort to make all classrooms “smart”; and 2) the satisfaction of the career and technical faculty with high tech equipment for their programs. All faculty, staff, and administrators interviewed were extremely complimentary of the Information Technology (IT) Department. IT was praised for their knowledge, responsiveness, and helpfulness in acquisition, support, and training regarding technology. Interviewees state that IT is viewed as forward-thinking. It was also stated that the IT Department exhibits the leadership necessary to establish and keep the college “out front” in technology use, and demonstrates a team approach across all areas of the college. Interviewees state the employees understand how to request technology through the tech request process to address needs in their area.
- Students interviewed stated that they believe that faculty, Success Center staff, and student services staff provide them with a very helpful environment to aid in their learning. Many students talked about the dedication of faculty.
Students planning to transfer after completing their associate degree stated that when they are registering for the next term’s classes that the advisors always discuss with them what the transfer institution also requires. In this way, the student meets the graduation requirement of SCC and the requirements for the transfer institution.

Students stated that the administration of the college is approachable and that the administration is willing to listen to their ideas and concerns.

Students stated that they received “one-on-one” attention from college staff.

SCC participates in a rigorous hiring process which involves a teaching demonstration for faculty candidates. There is also a mentoring program and a new faculty orientation program to help ensure quality in new faculty.

The faculty and the administration repeated shared examples of the responsiveness of the college to the needs of the community. The career and technical education (CTE) programs are on a once every three years program review cycle in which members of the program advisory committee participate. In the most recent cycle, employers have identified industrial standards and credentials that they value. The programs have incorporated those standards and credentials into the program’s curriculum. Members of the community expressed their appreciation of the recent addition of facilities to address the increased demand for training in the areas of welding and construction. They also shared that the nursing program was expanded to include a weekend and evening option for completing the program in an effort to increase the number of graduates in response to increased need for health science workers in the region.

The college has implemented numerous services to improve its linkages with secondary districts in the region. These services include the joint review and alignment of secondary career and technical education programs with related post-secondary CTE programs offered by the college via programs of studies and tech prep programs. Such initiatives have positively impacted students’ participation and performance in concurrent enrollment programs and have in turn enhanced their opportunity for future success in the aligned post secondary CTE program.

Opportunities for Improvement

In taking advantage of professional development, the college might consider having faculty concentrate on activities specific to instructional strategies and assessment of student learning. Interviews and document review show an emphasis on professional development for all faculty, staff, and administrators. This positive emphasis has moved the college ahead in its strategic planning and Academic Quality Improvement Program (AQIP) processes. The same type of experience could move the college ahead on assessment of student learning, reporting, and improvement processes regarding student learning.

Students indicated a concern that adjunct faculty are not as accessible to them as they would like. The college might consider studying ways to provide additional access to adjunct faculty by the students.

Students on the Keokuk Campus stated that it was difficult to complete some class projects requiring library assistance since there was not a librarian available (librarian out with health issues).
II. ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES

Category 2 addresses the processes that contribute to achieving your institution’s major goals other than educating your students. Distinctive objectives are those that distinguish your institution from other colleges and universities, even if the performance of these processes does not currently make your institution distinguished. This category also asks how you track and evaluate these processes to ensure they contribute directly to achieving your institution’s mission.

Strengths:

▶ SCC’s athletic programs include men’s baseball, men’s basketball, women’s softball, and women’s volleyball at the West Burlington campus as well as women’s basketball at the Keokuk campus. The men’s basketball is the “winning-est” NJCAA (National Junior College Athletic Association) men’s basketball team in the nation. Athletes exhibit a strong graduation rate.
▶ Interviewees indicated that SCC employees demonstrate a commitment to the community by serving on a variety of community boards and area committees.
▶ The college provides professional development to all staff twice annually.
▶ SCC is a member of the Great River Regional Partnership which serves all four counties and involves local businesses, industry, government, and education.
▶ SCC serves as the local entity (Center for Business [CBIZ]) in providing Iowa Jobs Training funds (260F) and Iowa Industrial New Jobs Training Funds (260E) to area businesses.
▶ SCC has well-established partnerships with local K-12 districts and provides high school relations staff to keep these partnerships viable.
▶ The college collaborates with many entities which include: local chambers of commerce, regional economic development groups, advisory groups, joint enrollment ventures with K-12 districts, CBIZ, grants office, Booster Club, the Intech! Advisory Committee, SBDC (Small Business Development Centers), and WIA (Workforce Investment Act) On-Campus.
▶ The college is involved in a variety of college resource development projects, one of which includes obtaining scholarships for students.
▶ SCC has passed a district six-cent levy as well as the local 20 1/4 cent levy utilized for operation of the college.
▶ College employees are encouraged to submit ideas for improvement. An example of this includes participation in “More-Same-Less” data collection events.
▶ SCC’s Foundation currently has holdings of $3.3 million.
▶ Interviewees and document review indicated that the college includes a full-time employee who spends approximately one half of her position as the on-staff grant writer. Resulting grants to the college include the STEM (Science, Technology, Engineering, and Mathematics) scholarship ($558,150,150) from the National Science Foundation (NSF), Community Jobs Based Training from the Department of Labor ($1,660,285), the Earmark for Health Resource Services, which provided the Health Training Simulation Lab ($118,000), a Youth Build grant ($900,000), and the Title III
grant entitled "The Promise of the Open Door" ($2 million). The grant writer collaborates with other departments of the college, consortia, other community colleges, and community groups in the writing of grants to ensure that grants meet specific needs of those entities. Additional grants that the college staff is involved with include the STEM Equity Pipeline project, Carl Perkins basic grant, Carl Perkins Tech Prep grant, One Source Project with Lumina, and the Energy State Energy Sector Partnership (SESP) with CBIZ. The addition of grant dollars to the college has benefited students, staff, faculty, administration, and the community. The college pursues grants that coordinate with their strategic planning process.

- The college provides a variety of activities for students which include: fall and spring picnics, BBQ and entertainment, Art Club, Film Club, English club, Phi Theta Kappa, Business Professionals of America, Skills USA, EMS (Emergency Medical Services), Respiratory Care, Student Board (Student Government Association), and musical productions. Many of the clubs are involved with their national counterparts.

- The college works collaboratively with the Des Moines County community by maintaining the fairgrounds which is adjacent to campus. College maintenance staff is regularly scheduled Monday beginning at 5 a.m. until Saturday afternoon at 3:00 p.m. However, staff is scheduled for additional weekend hours as needed making staff available to the community and the college for weekend activities. This service is provided through three staff shifts.

**Opportunities for Improvement**

- As the college revisits their 2005-2012 Facilities Plan, it may be helpful to redistribute the plan to all staff to increase awareness and provide a better understanding of the contents and the processes involved.

- Students stated that the buildings on the West Burlington campus are sterile and dated. Such information can be noted as the college revises its facilities plan.

- There is no facility large enough on either campus to accommodate a meeting of the entire college staff.
III. UNDERSTANDING STUDENTS' AND OTHER STAKEHOLDERS' NEEDS

Category 3 examines what your institution does to understand the specific needs and requirements of the individuals and groups it serves. It analyzes how you identify and subcategorize your student and other stakeholder groups (i.e., employers, students' families, communities, etc.) to understand what they need and expect from your institution. This category also looks at how you use the analysis of these results to continuously improve your operations.

Strengths

➢ The Great River Region Partnership collaboration with SCC, Iowa Wesleyan College, and area economic development prompted two economic studies which identified the following targeted industries for future growth: light manufacturing, transportation, distribution systems, and animation. Document review and interviews revealed plans for developing future programs and courses based on these identified targeted industries. The Intech! Program and the future film animation program are evidence of how the college has responded to these needs.
➢ Interviewees indicated that faculty, staff, and administration are committed to customer service.
➢ The college has developed strong articulation relationships with Hannibal-LaGrange Western Illinois University, Iowa Wesleyan College, Iowa State University, University of Northern Iowa, and the University of Iowa.
➢ Interviewees indicated that the college has developed key performance indicators for student placement.
➢ Internal data on retention, along with graduation rates, supported the successful Title III grant application process. Expected outcomes of the grant are increased course completion, improved transition from developmental to college-level courses, more student movement from ABE (Adult Basic Education)/GED (General Education Development)/ESL (English-as-a-Second Language) instruction to college-level courses, increased fall-to-fall retention, and improved graduation rates.
➢ SCC is one of seven Iowa community colleges that are a part of the Iowa Community College Online Consortium (ICOC). The consortium provides a variety of on-line courses as well as an on-line associate degree.
➢ Student services surveys and CBIZ course assessments are utilized by the college to assist in determining how well the college provides services and training.
➢ The college’s rapid response team, which assists area dislocated workers, was able to assist businesses very efficiently and quickly during the recent economic downturn.
➢ The college is recognized nationally for "best practices" in its nursing program.
Opportunities for Improvement:

➤ While postsecondary enrollment options/jointly administered programs continue to grow, faculty mentioned that the college needs to continue to evaluate and ensure the rigor of the college classes provided to high school students taught by high school faculty.

➤ The college administered the Community College Survey on Student Engagement (CCSSE) in 2007 and 2009 and the Noel Levitz Student Satisfaction Inventory (SSI) in 2009 and 2010. There is an opportunity to assess the trend data, benchmark against peer institutions, and begin conversations on possible institutional process improvements based on the results.

➤ More data is accessible to the college due to the recent contract with an institutional researcher. College data is becoming more transparent for internal use. An opportunity exists to continue to build the institution’s “Common Data Set.”

➤ SCC does not describe a systematic process for gathering and analyzing student complaints. Each department collects and manages its own student complaint information. SCC may find that a central, systematized process for collection and analysis of complaints could assist in identifying patterns and system-wide issues that need to be addressed.

➤ Interviews and document reviews indicate that the college has an opportunity to enlist the additional participation of persons of color from the immediate area.
IV. VALUING PEOPLE

Category 4 explores your institution's commitment to the development of your faculty, staff, and administrators emphasizing that the coordinated efforts of all those you employ are required for institutional success. It examines your institution's processes and systems related to work and job environment and focuses on measures, analysis of results, and efforts to continuously improve these areas.

Strengths

➢ The college has enhanced its communication by providing access to podcasts, e-mail, the college's Hawknet, and continues the communication through its fall and spring Communication Days.
➢ SCC demonstrates a strong emphasis on professional development for all of its staff. Employees are provided with opportunities both internally and externally for their professional growth. Two (2) half-day and one full-day professional development sessions are planned by committees of employees. Presenters from within the college ranks as well as presenters with regional and national reputations have participated in these professional development days. Professional development funds are provided through department budgets and specific professional development budgets (i.e., up to a maximum of $2,000 per faculty member of PIC [Professional Improvement Credit], and up to $500 professional development tuition reimbursement per staff employee. The entire amount budgeted per year has been sufficient to meet requests).
➢ Faculty have an additional scheduled half day of professional development that is planned by a faculty committee.
➢ The college's administration, faculty, and staff are committed to student success.
➢ There is close and effective integration among staff and faculty. Coordination exists between various levels of administration. Faculty access to administration is open. All are welcome to be part of the CPI process.

Opportunities for Improvement

The college culture exhibits an historical perception of lack of trust. Efforts have been made by administration to address this issue (i.e., groups reading and studying the book, The Speed of Trust and implementing practices within departments). Additionally, communications across the district have been enhanced through regular podcasts and opportunities for all employees to participate in selection of critical topics for AQIP focus. At this time, it is unclear as to the extent of the effectiveness of these strategies. Therefore, the college is encouraged to continue these discussions in Cabinet and the all employee communications during professional development days.
V. LEADING AND COMMUNICATING

Category 5 takes stock of your institution’s leadership and communication structures, exploring the structures and processes that guide your institution in setting priorities, making decisions, and communicating institutional vision and goals to stakeholders and employees. This category also examines how measures, analysis or results, and efforts to continuously improve these areas operate in your institution.

Strengths

➤ The college sought input from 25 local companies in crafting the training provided through the Intech! programs. The college has received a $1,660,000 Community Based Jobs Training grant to fund scholarships for students and equipment for the Intech! programs as well as has received equipment donations from local industries in support of the Intech! programs.

➤ The college’s Board and Administration have cooperatively reviewed all board policies to align with policy governance. Out-of-date policies have been deleted and those not appropriate in the Policy Governance Model, yet still viable, are being migrated to administrative guidelines.

Opportunities for Improvement

The college might consider examining its comprehensive strategic plan to ensure that it is measurable.
VI. SUPPORTING INSTITUTIONAL OPERATIONS

Category 6 examines a variety of key institutional support processes that help to provide an environment in which learning can thrive: the design, operation, and performance of your institution’s processes and systems related to student support, administrative support, identification of needs, contribution to student learning, and accomplishing other institutional objectives. Items in this category examine day-to-day operations, and how you use data, analyze results, and make improvements in these areas.

Strengths

➢ *To meet the needs of nontraditional and working students, SCC is preparing an on-line orientation program to the college (both campuses and centers) so students may access the information at convenient times.*

➢ The Success Center on the Keokuk Campus, which offers a variety of services to students, has been expanded and staffed to assist in meeting the needs of students.

➢ SCC’s primary campuses are located in immediate proximity to both local hospitals and mental health agencies. In West Burlington, the campus is directly across the street from Great River Medical Center, Great River Mental Health, Burlington Area Family Medical Center, and the Community Health Center of southeast iowa. In Keokuk, students are just five minutes away from the Keokuk Area Hospital, Life Solutions Behavioral Health, and Counseling Associates, Inc. This has allowed SCC to operate largely through a referral network for students’ personal, emotional, and mental health crisis situations.

➢ Both the West Burlington and the Keokuk campuses have an undesignated computer lab with up-to-date equipment for student use.

➢ Students on the Keokuk campus stated that they thought the academic advising was helpful in not only assisting them in meeting graduation requirements for the college, but also that the advisors assisted in making sure that courses transferred on to the four-year college of their choice.

➢ The nursing program at the Keokuk Campus has designed space for classrooms and their assistive teaching technology of the Sim Man clinical technology.

Opportunities for Improvement

➢ Multiple interview groups on the West Burlington and Keokuk campuses discussed the need for additional facilities (i.e., performing arts, student activities, lecture classrooms). As the college revisits the 2005-2012 Facilities Plan, it may be helpful to redistribute the plan which does contain a variety of identified needs including a discussion of a Southeast Iowa Center for the Arts, a Health Education Center, and an Athletic Complex.

➢ Interviewees indicated that there is a belief that mental health services are not available to students. Redistribution of information to students and staff concerning mental health services would help alleviate this misconception.

➢ Interviewees indicated that students are not required to have photo student identification cards. The college might evaluate whether this would be beneficial to operations.
> Interviewees indicated that there was a need for reliable follow-up on problems with students. The college is encouraged to exam their current student follow-up to create a more reliable system.
VII. MEASURING EFFECTIVENESS

Category 7 examines the systems your institution uses to collect and analyze information to manage itself and to drive performance improvement. Items in this category ask you to examine your institution’s systems for collecting, storing, managing and using information and data at all institutional levels. This category asks how you track overall institutional performance in collecting the right data and distributing it to the right people at the right time. This category examines the effectiveness of your entire information system and assures it aligns with your institutional needs and directions.

Strengths

➢ The expertise of SCC’s contracted institutional researcher has allowed the college to move forward with consistent data and reporting formats, both of which are beneficial to the college’s planning processes.
➢ The faculty, administration, and members of the Career and Technical Education Program Advisory Committees described the process utilized to align their program’s curriculum with nationally-recognized industry standards and credentials. The majority of students who have since completed these programs have demonstrated their mastery of these standards via third-party assessments and have been awarded credentials recognized by the industry they are preparing to enter.
➢ Eighty-two point two percent (82.2%) of SCC 2009 graduates are employed in jobs directly related to their SCC areas of study or are continuing their education.

Opportunities for Improvement

➢ When asked questions about assessment of student learning, many faculty described perceptual information rather than direct assessments that provide data for analysis.
➢ SCC is in the early stages of completing feedback and communication loops within its continuous improvement processes. Transparency and communication of this data to all employees will enhance the already-existing efforts to build collaboration across the college.
VIII. PLANNING CONTINUOUS IMPROVEMENT

Category 8 examines your institution’s planning processes, asking how your strategies and action plans are helping you achieve your mission and vision. Items in this category raise questions about your institution’s vision, planning strategies, and action plans. They ask how you project performance targets and forecast resource needs. This category also investigates how you evaluate and analyze the effectiveness of your planning system, and undertake regular efforts to improve it.

Strengths

- The college’s cabinet and PEC (President's Executive Council) review district information.
- The college has established 18 Key Performance Indicators (KPIs) that review the health of the college regarding student success and satisfaction market penetration, graduate placement rates, employer satisfaction, licensure and certification rates, transfer rates, student engagement, and college financial stability. National, regional and local benchmarks are used, and the data is reviewed by the Cabinet and presented to the Board of Trustees twice a year.
- The college subscribes to conservative financial management.
- Multiple interviewees indicted that the college has a reputation for rapid response to the entire region’s community needs. Interview groups and document review indicated that the college personnel provides training for regional career and technical career areas, educational programming for those students who desire to transfer to four-year institutions, retraining of the region’s dislocated workers, and collaboration with business/industry and the community to offer programs designed to meet the region’s needs such as Intech! The rapid response is enabled by the fact that the college utilizes data-driven decision-making. In addition, regional economic development is at the forefront of those decisions. Decisions are made to ensure financial stability of the college and correlation with the college’s mission, vision, values, and goal statements, and the Master Education Plan.

Opportunities for Improvement

Several interview groups indicated that they did not believe that they had adequate knowledge and understanding of new instructional programs being developed and offered at the college. As SCC develops new programs and other initiatives, additional modes of communication across the college, which would keep all staff informed of the progress, might increase the support for the development of those programs and initiatives. Communication might include providing the relationship to the existing Master Education Plan, as well as the college’s mission, vision, values, and goal statements, and the new data used in determination of the new initiative.
IX. BUILDING COLLABORATIVE RELATIONSHIPS

Category 9 analyzes how your institution’s current and potential relationships contribute to accomplishing your mission. Items in this category examine your institution’s processes and systems for building key internal and external collaborative relationships that align with institutional goals and directions. This category investigates how you measure and analyze the effectiveness of these efforts, feeding your evaluation into your own processes for improvement.

Strengths

SCC is a member of the Iowa Community College Online Consortium (ICCOC), which offers Associate degrees online. ICCOC online courses can lead to successful employment, serve as a starting point for a baccalaureate degree at a four-year transfer institution, or provide a way to update career skills.

SCC is one of the seven members of the Great River Region Partnership along with the SEIA (Southeast Iowa) Regional Planning, Iowa Wesleyan College, and the economic development offices for the four counties in SEIA. The President of SCC serves as the Chair of this partnership which works to expand the economic vitality and skilled workforce base in SEIA.

SCC’s partnership with the Great River Medical Center (GRMC) provides joint appointments of clinical nursing faculty. As the college was having a difficult time recruiting clinical instructors this arrangement allows people to be hired full time by GRMC and then charged back to SCC for their clinical teaching hours. SCC faculty and administration are equal partners with GRMC in the selection of these employees.

SCC has numerous partnerships with such organizations/businesses/agencies as: CBIZ, the Great River Medical Center (Burlington), the Keokuk Area Hospital, 25 industry partners in the Keokuk area for the Intech! project, and concurrent enrollment of many high school students from the local education agencies.

Opportunities for Improvement

Having an additional focus on strengthening collaboration between faculty in the arts and sciences and CTE divisions in the development of new programs and services would assist the college with its internal relationships.
SUGGESTIONS FOR INSTITUTIONAL IMPROVEMENT

None suggested. The State Accreditation Team recommends continued accreditation for Southeastern Community College. A state interim accreditation visit will be held to coincide with the college's next Higher Learning Commission visit in 2013.