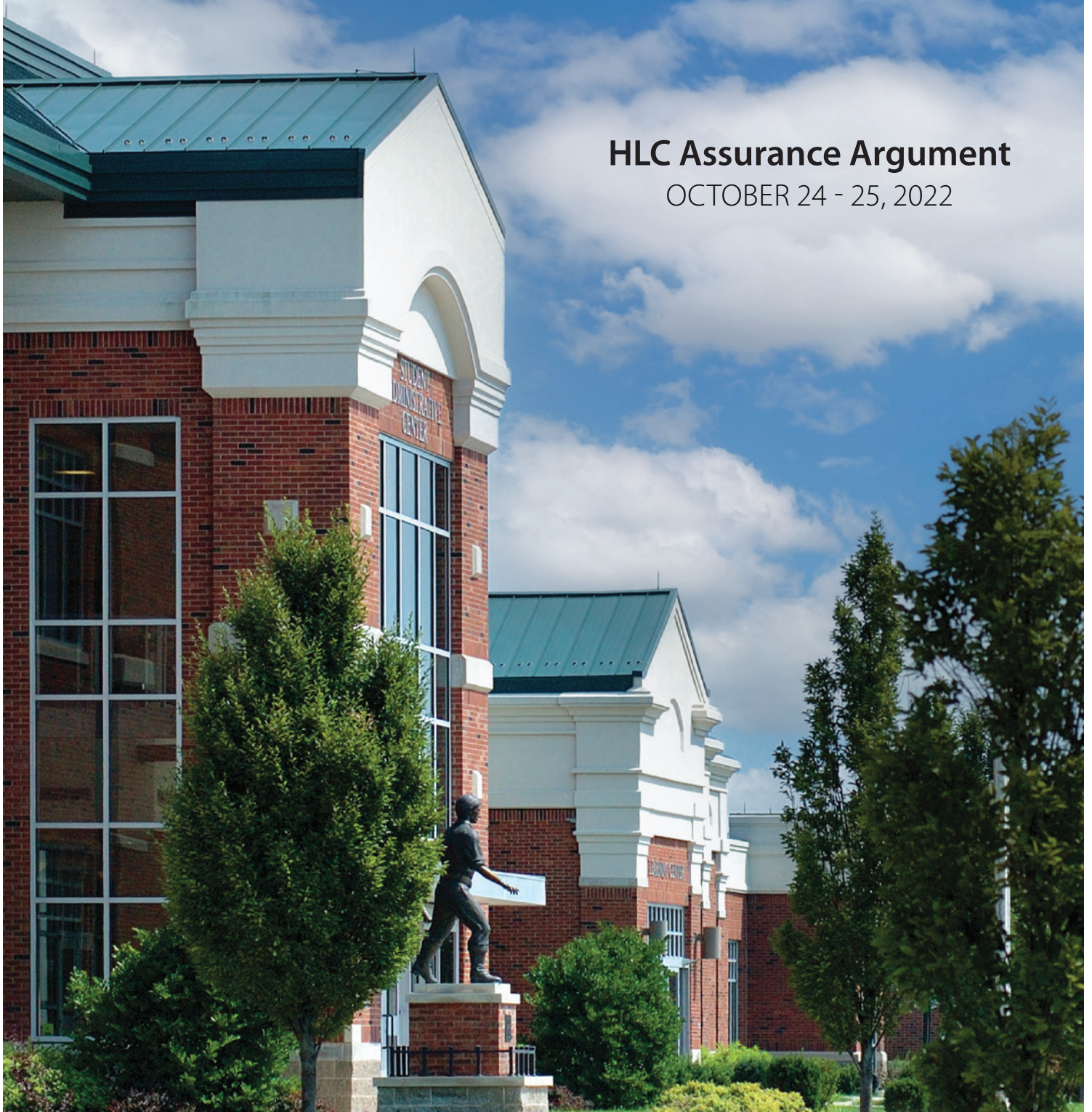


# JOHN WOOD COMMUNITY COLLEGE

**HLC Assurance Argument**  
OCTOBER 24 - 25, 2022



**JOHN WOOD**  
COMMUNITY COLLEGE

**Mission:** John Wood Community College enriches lives through learning by providing accessible educational opportunities and services at an exceptional value.

# **Assurance Argument**

# **John Wood Community College - IL**

**Review date: 10/24/2022**

## 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 articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference 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 and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

## Argument

---

### 1.A.1.

John Wood Community College is a public, two-year, open-admission community college within the Illinois Community College System organized under Illinois's Public Community College Act. The College's mission statement - "John Wood Community College enriches lives through learning by providing accessible educational opportunities and services at an exceptional value" - was formally adopted by the Board of Trustees on September 1, 2016. The Board annually reviews and reaffirms the mission, vision and core values during their fall retreat. In further support of the mission statement, the College adopted a vision statement - "John Wood Community College will be the community's partner and leader in education, workforce training, and lifelong learning" - and identified five core values - Excellence, Accountability, Integrity, Servant Leadership, and Lifelong Learning - which guide all actions of the staff and faculty.

### 1.A.2.

The College's mission, vision, core values and strategic goals remain current because the Board (page 4-5) reviews and reaffirms the mission, vision and core values during their fall retreat each year. The mission is the starting point for the College's strategic plan, which includes an annual, systematic and collaborative college-wide process (p. 5), which includes five rolling long-range plans. The mission informs the strategic goals and the key performance indicators (pp. 2-6) which are used to measure the mission and strategic goals.

The College is committed to revisiting and updating the Strategic Plan and Mission documents. The strategic plan is updated annually with new objectives as part of the fiscal year planning and budget process. During that process (p. 7), it is ensured that the strategic plan aligns with the College mission, vision, and core values.

### **1.A.3.**

As a community college, the College affirms through its vision statement that it will be “the community’s partner”. The strategic plan is the primary document outlining how the College's mission comes to life and identifies the nature, scope and intended constituents of programs and services. As part of Board Policy, College education offerings and intended constituents are elucidated “to meet local needs and to provide a comprehensive community college for district residents.” The boundaries of the John Wood Community College District (#539) are defined by the State of Illinois. People living within the district pay tuition at a lower rate than people living outside the district. However, as per the handbook (page 7), “persons living outside the College district are welcome to enroll at the out-of-district rate. The College makes a special effort to serve all residents of the Tri-State Area.” This five-year student residency chart, shows the student body make-up of its district, which demonstrates its commitment to provide enriching learning opportunities to residents in multiple locations (page 8) and instructional delivery methods (page 21-22).

### **1.A.4.**

The College is a comprehensive community college offering its students a broad range of academic offerings and student support services. The intended constituents are the district residents and the College enrollment reflects the district makeup. The district is a nine-county rural area consisting of 2,363 square miles and 93,100 residents.

As stated (page 24) in the Catalog and Student Handbook, the College maintains an open door admission policy that provides access to programs, courses, and services to anyone who can benefit from them. The College strives to provide the highest educational quality for all these offerings and works to ensure accessibility and value across its district.

## **ACADEMIC OFFERINGS**

The College offers its students a broad range of educational opportunities in a variety of learning environments. The College offers credit-bearing programs for students seeking to matriculate into a bachelor’s program at a four-year college or university in 25 different programs (page 17).

The College additionally offers 16 career, technical, and health education degrees and certificates (page 18) intended to lead to immediate employment upon graduation, but may successfully transfer to a four-year college or university (page 16), as well.

Consistent with the College’s vision statement, of being the community’s partner and leader in education, workforce and lifelong learning, the College offers our business and industry partners customized training (page 20).

## **STUDENT SUPPORT SERVICES**

The inner-related activities offered by Student Services are designed to provide all students access to comprehensive support services to enrich their classroom experiences as stated in the mission. These include: counseling services, disability services, Perkins student support, and TRiO Support Services. Additionally, financial aid and College Foundation scholarships enhance accessibility and improve affordability for students.

## **ENROLLMENT PROFILE**

The College's enrollment profile is consistent with our mission of providing accessible educational programs and services for district residents. The enrollment of the College closely reflects the district makeup as shown by the College's district demographics and JWCC student body ethnicity.

Accessible education is paramount for the College's mission, which means providing equal opportunity (page 2) to all who may benefit from the College's programs and services regardless of race, gender or other attributes.

### **1.A.5.**

The College's mission statement is clearly articulated in the strategic plan, which features strategic goals and action plans as well as the College's vision and core values. Faculty and staff, as well as students and visitors, can clearly view the mission and core values throughout campus through framed public postings at key entrances of all centers. The mission is stated in the Catalog and Student Handbook (page 6), on every Board of Trustees Agenda and Minutes, on all syllabi as part of the master syllabus (p. 4), on various website pages and publications, and on Blazervision, the College's internal TV display system. The student representative on the Board of Trustees reads the mission statement at the beginning of the monthly Board meeting.



## 1.B - Core Component 1.B

---

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

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
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 external constituencies and responds to their needs as its mission and capacity allow.

### Argument

---

#### 1.B.1.

As a public community college, John Wood Community College is governed by a Board of Trustees (page 4-5) composed of seven members elected at-large by residents of the district, as well as a student trustee elected by the student body. Board meetings are publicized and open to the public.

As one of the five components of a comprehensive community college, recognized by the Board as part of the mission statement, the Board agrees to provide "programs and activities that enrich the community." Thus, in addition to its academic programs, the College offers various opportunities open to the public. The following highlight some of the major programs for the public:

- JDub Academy: a summer program allowing K-12 students to take hands-on learning classes in a variety of areas including agriculture, archery, baking, computers, drama, healthcare, science, welding, robotics, etc. Students are allowed to further explore their hobbies which might connect to a future career.
- RSVP: a volunteer program for community members 55 and older who serve over 70 local and national organizations. Volunteers with RSVP begin with pre-service orientation and "receive any needed training, as well as supplemental insurance while on duty."
- Free GED test preparation: The College offers a completely free program to eligible district residents who do not currently have a high school degree. Materials and classes are always free, and the cost of taking the GED test is typically covered by grant dollars.
- Adult Literary Courses: Any district resident over 17 who is not currently enrolled in high school is eligible for free literacy classes. Students are matched with a trained volunteer tutor and meet once a week to improve their reading and/or math skills.
- English as a Second language (ESL): Free classes for adults who would like to learn to read, write, and speak English. These are offered three times a week, and additional

options are available through initiatives with Business and Industry, which is further covered in 1.B.3.

- Community Based Outreach: Available to all community members, these non-credit bearing courses are for personal and/or professional development. Courses exist for various topics, including computers, technology, culinary arts, photography, health, personal finance, etc.

### **1.B.2.**

The College's educational duties are primary to all other purposes. As part of its mission statement and as a member of the Illinois Community College Board, the Board of Trustees recognizes it is obligated to provide a comprehensive community college program which includes:

1. Courses in liberal arts and sciences and general education;
2. Courses in adult education; and,
3. Courses in occupational, semi-technical or technical fields leading directly to employment.

As a public community college, the College has no investors nor parent organizations. Having a conflict of interest with supporting external interests is prohibited as part of Board policy in order "to ensure proper performance of education".

The College has a rigorous process of internal auditing, and Board policies to ensure oversight of the financial health and continuity of the College in planning for the future while also supporting the present. In addition, an annual external audit is required to be conducted at the end of each fiscal year and made available to the public. As per the FY22 operating budgeted expenditures, 41.1% of the total budget is for instruction, 3.2% for public service and continuing education, 5.8% for scholarships, grants, and waivers, 5.7% for academic support, and 9.9% for student services.

### **1.B.3.**

The College engages with external constituencies and responds to their needs in numerous ways.

Board meetings are publicized and open to the public and have a public comment section as part of the agenda, additionally as a public community college, the campus and general facilities, including the library (page 14), are open to the public during College business hours.

Program Advisory Councils - The College works closely with area businesses and program advisory councils to identify and develop needed programs to address the employment needs of the district that seek input from the public and especially from area high school counselors who are hosted at luncheons at the college every year. A recent example of this collaboration was the approval of a Heating, Ventilation and Air Conditioning one-year certificate program in 2019.

English as a Second Language- In the fall of 2016, the Director of Human Resources from Dot Foods, one of the largest employers in the district with 5,900 employees company wide, approached the College to offer ESL to employees at their business. Working collaboratively, a curriculum was developed to address workplace needs, student recruitment, and employee schedules. It continues to meet to the present day. Similarly, in the fall of 2021, the Maschhoffs Company, which provides a farrow-to-finish hog system in Pittsfield, was looking to provide more options to help Spanish-speaking employees improve their English language skills. ESL classes began at the Southeast Education Center in Pittsfield in January 2022 and have 20 students enrolled.

College for Life - In 2018, the College launched a pilot program called College for Life (CFL) to extend its mission of accessible education to students with intellectual and developmental disabilities. The CFL program has been expanded to include a three-year non-credit certificate program that prepares students for paid employment, adult independence and community involvement.

Business and Industry customized training (page 20): The College offers business and industry partners customized training needed to improve performance, employee knowledge, addressing skill gaps, and short-term training for entry-level workers. Courses are non-credit courses and can be held at the College or the business, and many are offered online. Most recently, the College worked with Blessing Health System to develop leadership training to reflect their needs.

Dual Credit: Courses offered in partnership with area high schools are considered dual credit. These courses are offered during the regular school day and are often taught by either high school teachers or College faculty. Credit is issued from the high school and the College.

Meeting space - monthly meetings, including the Quincy Service League, Quincy Symphony Orchestra, Quincy Basketball Officials Association, Civil War Round Table, Retiree Breakfast Group, and Mississippi Valley Boy Scouts Council. Additionally, two or three times a year, the College hosts the Great River Honor Flight

Children's opera- The College partners with the Muddy River Opera Company to bring opera to life for K-3 children, and provides an opportunity for children to view College students performing live musical theatre on campus

Heath Center Art Gallery - The gallery is open during College business hours. Exhibits are open to the public and available at no charge. Exhibits generally rotate on a monthly basis.

Economic Development Administration -In 2021, the Economic Development Administration awarded the College a three million dollar grant to expand the College's Workforce Development Center. The project will establish space for new automation and robotics and automotive and diesel technology training programs, create a new truck driver training area, and expand existing training programs.



## 1.C - Core Component 1.C

---

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

### Argument

---

#### 1.C.1.

The College's Institutional Goals reflect the College's acknowledgment that a student's role in a multicultural society and attention to human diversity is an integral part of the college experience. Within the College curriculum, all students receiving an Associate in Arts or Associate in Science degree are required to complete a three-credit-hour "International Awareness" class (page 77). Courses that fulfill this graduation requirement are identified and approved by the Curriculum Committee and Faculty Senate as courses that focus on multicultural and global topics. Some examples of such courses (page 79) include World Literature, Major World Religions, The Art of Being Human, and Sociology of Diversity.

Numerous co-curricular activities exist that prepare students for informed citizenship and workplace success. Some specific examples that underscore this include:

- John Wood Way, a Blazer Activity Team, as part of the Student Government Association, this student team is dedicated to service and includes community work such as: Meals on Wheels, street cleanup, and reading to grade school children.
- Campus Crusade for Christ went on a mission trip for New Orleans for the school years 2018-2019 and 2019-2020 in which they plant trees, clean up school buildings, and helped construct community housing. Due to the pandemic, they then pivoted to Christmas shoe-boxes that they created and shipped to Haiti.
- Numerous sports teams as well as the cheer and dance teams perform community service and volunteer activities as a group. In 2021, the Men's Soccer team was awarded the "Volunteers of the Year" award from the District.
- Phi Theta Kappa (PTK): The College's Alpha Tau Gamma Chapter of Phi Theta Kappa Honor Society has achieved 5-Star status for the past five years. The Chapter hosted the 2022 Illinois regional spring conference for 12 community colleges. One of Alpha Tau's Honors in Actions project, a component of 5-Star Status, was highlighted at the conference. PTK students introduced and organized Student Success Nights during the

2021-22 academic year. Held on Wednesdays, College students provided mentoring and childcare for fellow College students during extended evening hours.

### **1.C.2.**

The College's processes and activities demonstrate inclusive and equitable treatment of diverse populations. The College's enrollment is very geographically diverse, with students from 48 states and 34 different countries currently attending the College. In hiring practices, the Office of Human Resources uses AAIMtrack Pro/Job Posts for recruiting purposes, which allows access to numerous diversity focused job boards. Additionally, the following diversity statement is included in all job postings:

*We are committed to achieving workforce diversity reflective of our communities. We are an equal opportunity employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, pregnancy, age, marital status, disability, status as a protected veteran, or any legally protected status. If you are a person with a disability and need assistance applying for a job, please submit a request to hr@jwcc.edu.*

Additionally, as part of the Catalog and Student Handbook, the College states (page 2):

*The College is committed to non-discrimination and equal opportunity for all applicants and members of its student body, faculty and staff. It does not discriminate on the basis of race, color, national or ethnic origin, religion, sex, age, disability or other factors prohibited by law in the administration of its educational policies, admission and recruitment policies, financial aid programs, employment policies or other school-administered programs. Further, the College administers all educational programs and implements the terms, conditions, and privileges of employment free of sexual harassment.*

In 2021, the College established (p. 7) a standing committee on Diversity, Equity and Inclusion as an institutional priority: “The DEI team represents a cross section of our College community focused on strategic actions the College can engage in to produce a more inclusive, diverse, and equitable institution.” As one of the first steps, at the August Board Meeting, the Board adopted a DEI position statement to further guide the on-going quest for a more diverse, equitable, and inclusive college. A climate survey partially addressing diversity was introduced in the fall of 2020 to help assess diversity, and identify areas of concern to inform action items to address going forward as identified by the Campus Climate Committee (p. 6). Starting in the spring of 2022, a climate survey will be issued twice a year going forward.

### **1.C.3.**

The College fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives. In addition to all the initiatives previously discussed, and the further information covered in 3.B.3., College staff and faculty provide a food pantry for students and their families. Located on campus, students can make a

request to Student Life. Regular drives are held on campus to stock the food pantry with toiletries, feminine hygiene products, non-perishable food items, etc.

The College hosts and helps fund numerous student organizations dedicated to fostering a climate of respect from a range of backgrounds, including Gay Straight Alliance, Motiv8 (focused on the shared experience of adult students), and Cultural Diversity and Inclusion Club. The Professional Development committee has sponsored and offered training on gender diversity and trauma-informed teaching.

Additionally, the College has implemented numerous student activities related to diversity, equity, and inclusion, including: DEI bingo, education for first year student orientations, ice cream social on diversity, student listening sessions, and an entire coming out week celebration including a pride flag presentation.

## **1.S - Criterion 1 - Summary**

---

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

### **Summary**

---

The College's mission clearly articulates its focus on education. The College's mission also ensures the College continuously offers further opportunities to the greater public community it exists within, and the College recognizes the community's identity as diverse, multicultural, and globally connected.

The College mission permeates all aspects of the College and appears throughout various media, including the website, Board of Trustees' agenda, and syllabi. The College strives to articulate and bring awareness to its mission through a variety of means, both in word and in deed.

## **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 establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

### **Argument**

---

The College is guided by five core values (page 2) in everything it does – Excellence, Accountability, Integrity, Servant Leadership, and Lifelong Learning. The core values are ever present in printed publications, wall signage, planning documents, College stationary, etc. Employees are guided by the core value of Integrity and are therefore reminded to be honest and ethical in our work and relationships.

#### **2.A.1.**

The Illinois Community College Board is the governing board for community colleges in the State of Illinois. The Board of Trustees is the policy board for the College and follows ICCB rules and regulations.

The College maintains a Board Policy Manual which defines policies related to financial, instructional, human resources, student, institutional, and college operations. The manual, and any changes to it, are approved by the Board at regularly scheduled meetings. The College updates the manual and splits policy from administrative procedure. The Board approves and maintains policies and College offices and departments approve and maintain administrative procedures which support the Board policies. Revisions to the Board Policy Manual were made in 2016 when procedures were split from policy and again in 2022 when the Board completed a comprehensive review of each Board Policy. The Board Policy Manual provides students, administrators, faculty, and staff with policies and procedures informing them of their rights and responsibilities within the College.

Board Policy 101 outlines the responsibilities of the College and the Board in developing and adopting the Colleges mission, vision, core values, and institutional strategic goals.

Board Policy 104 outlines the specific duties of the Board.

## **2.A.2.**

Fiscal operations are conducted with the highest degree of integrity, ethics, and fiscal responsibility. The Dean of Business Services and Institutional Effectiveness supervises the overall financial affairs of the College. The Office of Fiscal Services ethically performs financial functions, including but not limited to accounting, budgeting, payroll, financial reporting, and purchasing. Accounting systems and procedures conform with the Illinois Public Community College Act. The College adheres to accounting and financial reporting standards for public colleges and universities within the financial reporting guidelines of GASB Statement 34 – Basic Financial Statements and Management’s Discussion and Analysis for State and Local Governments. College administrative procedures on accounting are also approved by the Illinois Community College Board and generally accepted accounting principles.

College budget managers participate in annual budget training offered by the Office of Fiscal Services. Employees authorized to use purchasing cards receive training in appropriate use and must sign the Employee Purchasing Card Agreement.

The College’s finances are audited annually by an independent accounting firm, reported to the Board, and are available for public inspection. The Annual Financial Report is prepared and filed in accordance with applicable laws, rules, and regulations. Orders or bills are paid in accordance with Board Policy 705.

Board Policy 704 establishes the procedures governing the purchase and acquisition of materials, supplies, equipment, contract services, etc. Board Policy 606 outlines the stewardship practices for all College funds and lays out the investment strategies used by the College.

Maintaining fair, honest, and ethical practices with regard to academic functions continues to be a priority. The College ensures integrity of academic programs through its Program Review process which documents the fact that academic programs are meeting the needs of students desiring to transfer to 4-year institutions and those looking to immediately transition into the local and regional job market. Students are treated with honesty, fairness, and consistency. Instructors maintain the integrity of the Master Syllabus, which includes the College mission and core values. The Board has determined that education programs should be continuously evaluated with respect to their value to the students enrolled. These evaluations are done as part of the Program Review process (see core component 4.A.1), assessment of student learning, and departmental meetings within the instructional areas. The needs of the community are systematically and comprehensively assessed to determine priorities in educational program planning, including partnerships with high school counselors, conducting community forums, use of advisory councils - Board Policy 302, etc.

The academic grading system (page 61) represents the instructor’s evaluation of a student’s academic performance in a course and is fairly determined by examinations and other learning assessment criteria. Online student evaluations of faculty include a question about fairness and grading. Students can utilize the appeal process (page 63) to appeal a final grade and the student grievance (page 46) procedure is for students who have been placed on academic probation or suspension (page 66). The College has an online procedure for receiving, responding in a timely



manner, and analyzing student complaints to improve its processes. The College does not retaliate against those who raise complaints. The Academic Standing Committee (p. 3) meets as needed to hear and review student appeals for reinstatement after placement on academic suspension. The committee also makes determinations for continued suspension, reinstatement with stipulations, or full reinstatement.

Student integrity is protected and supported through compliance with federal laws. The College complies with Board Policy 420 (FERPA) regulations as well as consumer information acts and other federal regulatory standards. The Registrar serves as the FERPA compliance officer and determines appropriate access to student information using the legitimate educational interest standard.

The College is committed to maintaining an environment free from sexual misconduct and sex discrimination based on gender, gender identity, or sexual orientation. The College is committed to Board Policy 402 (non-discrimination and equal opportunity) for all applicants, students, and employees. The College is fully compliant with Board Policy 212 (Title IX) regulations and has updated policy and procedure to stay current with federal changes to Title IX as they occur. The College uses an online training platform called SafeColleges to administer training for employees which includes mandatory training for Title IX, Mandated Reporter, FERPA, Sexual Harassment, and Ethics and Code of Conduct.

The College maintains several reporting options, including an anonymous reporting mechanism to report suspected violations of Title IX and other College policy violations.

The Coordinator of Disability Services (Board Policy 425) works to ensure equal access to programs, classes, and services for all students with disabilities according to the Americans with Disabilities Act.

The College works fairly and ethically with its employees. Board Policy 505 addresses how employees are classified in one of three groups, (1) Exempt, (2) Non-Exempt, or (3) Collective Bargaining Unit. The Office of Human Resources has primary responsibility for personnel matters and has established Human Resources policies to ensure fair and ethical practices with regard to employee groups.

The Office of Human Resources hiring practices display a high level of transparency, fairness, and honesty. The Office of Human Resources utilizes a consistent recruitment and selection process for all hires and has established best practices to guide interviewers through the hiring process. Recently the Office of Human Resources contracted with the AAIM Employers Association to streamline the employee application and interview process. Hiring qualifications are listed in all job opening advertisements. Search committees are utilized to assist the Office of Human Resources with screening applicants for interviews, interviewing applicants, and recommending candidates for hire to the appropriate supervisor.

As outlined below, the College fairly and ethically operates several auxiliary functions, most notably the Bookstore, Student Life, and Athletics. All College auxiliary functions also operate

in accordance with the Illinois Community College Board Fiscal Management Manual and are included in the annual audit.

## **BOOKSTORE**

Bookstore employees follow and abide by policies and procedures set forth in the Board Policy Manual in addition to department best practices and procedures for operating a retail college bookstore. Employees provide high quality customer service, ensure confidentiality of information viewed and obtained during the course of day-to-day operations, treat customers fairly and ensure accuracy in all transactions, conduct business in accordance with the highest ethical standards, and are fiscally responsible with regard to inventory, cash, and merchandise. Purchasing considerations are completed only after consultation with stakeholders by striving for the best overall value to customers.

## **STUDENT LIFE**

The College maintains an engaged Student Life program including the Student Government Association (SGA) and several Clubs and Organizations. Student Life provides opportunities for students to participate in leadership programs, events, and activities. The program is supervised by the Coordinator of Student Life who oversees the program budget and recommends conferences, events, and activities to enhance the student experience.

## **ATHLETICS**

The intercollegiate athletic program is consistent with the College's overall philosophy and objectives. Focusing on the College's core values, individual programs work toward teaching student-athletes the importance of learning in a competitive environment, reaching the highest standards of student-athlete excellence, being a part of a team that excels on accountable behavior, and maintaining integrity and respect for the academic and athletic opportunities that are being provided. The College offers eight (8) competitive intercollegiate sports, including men's and women's basketball, men's and women's soccer, men's baseball, women's softball, women's volleyball, and eSports. The focus of the Department of Athletics is to offer co-curricular opportunities for students to compete within the structure of the NJCAA. A student athlete's participation is determined by the criteria and standards established by the NJCAA, the Midwest Athletic Conference, and the College.

Each term, the Registrar and the Director of Athletics certify that the College conducted its athletic program within the policies and guidelines stated in the NJCAA manual. Following the manual, the College complies with articles covering Grants-In-Aid, Recruitment, and Booster Clubs. Each semester, the Director of Athletics and the Registrar certify the eligibility of all student-athletes to ensure academic compliance with eligibility rules of the NJCAA. The Director of Athletics receives NJCAA handbook training every three years to ensure compliance with mandated NJCAA policy.

## **2.B - Core Component 2.B**

---

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

### **Argument**

---

The College excels at being open and honest with all of its constituencies. College printed materials, which include the Catalog and Student Handbook and the website contain comprehensive information regarding College programs, academic requirements, cost of attendance, and staff and faculty directories and credentials. The BlazerNet portal provides students, staff, and faculty a single-point login to access specifics on billing, financial aid, grades, and other individualized information.

The College ensures that all data made public is accurate and complete, including data on student achievement of learning and student persistence (page 4), retention (page 5), and completion (page 3).

#### **2.B.1.**

#### **PROGRAMS**

The Catalog and Student Handbook, which is continually updated and approved annually by the Board, is the primary source of information on College programs and services. This document is available to all on the College website and Student Services offers printed copies upon request. The Catalog and Student Handbook (page 81) contains a comprehensive list of all programs of study, program requirements, course descriptions, sample schedules, and any additional pre-requisite courses or certifications that may be needed are listed. The College website also presents information on all of its programs and services.

The College's Program Review process provides insight into the College's programs and is available for review on the Office of Institutional Effectiveness webpage.

Additionally, the College provides information on its programs through informational, marketing, and recruitment materials created and maintained by the Office of Marketing and Public Relations.

Gainful employment information, campus safety and student consumer information are also publicly shared on the College's website and mailed directly to students as required.

## **ADMISSION REQUIREMENTS**

The "open door" admissions policy provides access to most College programs, courses, and services to anyone who can benefit from them. The admissions process for prospective students of all types, including selective admissions programs, is listed on the College's website as well as in the Catalog and Student Handbook (page 24). Specific requirements to earn degrees or certificates are also noted in the Catalog. College advisors provide individual program checklists in consultation with individual students.

The College ensures that students and the public receive clear and complete information including policies on acceptance of transfer credit (page 29), including how the College applies transfer credit to degree requirements. Except for courses articulated through transfer policies or agreements, the College does not guarantee acceptance of credit awarded by examination (page 30), credit for prior learning (page 30), or credit for transfer until the College has conducted an evaluation of student credit in accordance with transfer policies.

## **FACULTY AND STAFF**

The College maintains a faculty and staff directory on its website which allows students and the public to identify and connect with faculty and staff. This directory provides the title, office number and location, email address, and phone number of faculty and staff. The Catalog and Student Handbook also lists all staff and faculty by their department and lists degree credentials (pg. 206).

## **COSTS TO STUDENTS**

The costs of attendance including tuition and fees, online learning, out-of-district, and payment options are all communicated via the College website and the Catalog and Student Handbook (pg. 48). In addition to costs of attendance and tuition and fees, the website and catalog contain information regarding the average cost per semester, billing, payment options, financial holds, refund policy, education tax credits and financial aid.

A Net Price Calculator is available on the website to help students view potential costs of attendance. Loan rights and responsibilities are shared personally with all students choosing to borrow, and students are required to complete documentation noting they have reviewed such documents. As required by law, gainful employment information in terms of placement and possible future career prospects and salaries are provided on individual program Gainful Employment web pages as well.

## **CONTROL**

The College is a public community college as defined by the Illinois Public Community College Act and all legal authority and duties of the Board of Trustees are derived from this Act.

Accordingly, the Board is charged with all authority and responsibility for the governance of the District. Duties of the Board (Board Policy 104) are also delineated in the Board Policy Manual.

Members of the Board, with the exception of the Student Trustee, are elected as provided in the Election Code of Illinois. Members are elected to terms and meet the qualifications (Board Policy 106) prescribed by law. The Student Trustee is elected by the students through participation in the Student Government Association.

At each regular and special Board meeting, which are open to the public and media, members of the public and employees of the District are afforded time to speak, subject to reasonable constraints, to comment or ask questions of the Board. Board meeting agendas are posted to the public a minimum of 48 hours in advance of the meeting. Board meetings are subject to the Illinois Open Meetings Act. Minutes of meetings are kept and made available for public inspection and online as required by law.

The College seeks proposals from auditing firms approximately every three years and is audited by an independent firm on an annual basis to ensure proper use of public funds. The College publishes its annual financial statement in an area newspaper as required by law.

## **ACCREDITATION**

The College's Higher Learning Commission (HLC) accreditation relationships are clearly and publicly communicated via the College website and the Catalog and Student Handbook (pg. 15). The College is accredited by the Higher Learning Commission (HLC). In addition, the College is recognized by the Illinois Community College Board (ICCB) and the Illinois Board of Higher Education (IBHE); all programs offered by the College have been approved by both boards. The College's Surgical Technology Program and Paramedicine Program are also accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

The College's commitment to accreditation is demonstrated through program review, Higher Learning Commission institutional updates, and ICCB recognition status.

### **2.B.2.**

## **RESEARCH**

As a community college, faculty are not necessarily tasked with specific research responsibilities, however, faculty and students may engage in research activities and projects dependent on the curriculum and some courses may have a built-in research topic or assignment.

## **COMMUNITY ENGAGEMENT**

Students are engaged with the community and are provided additional learning opportunities by participating in various activity offerings. In particular, Student Life engages students in volunteer activities, such as, Meals on Wheels, community clean-ups, procuring food for the food pantry, clothing donation drives, etc. Students learn leadership skills, receive training in

diversity, and learn coordination with other student leaders through Student Government Association (SGA).

### **EXPERIENTIAL LEARNING**

The College offers internships through the Office of Career Services in several programs. Students learn “on the job” in the fields of study in which they are preparing to enter the workforce. Students are also offered the ability to do externships or job shadow different careers (e.g., Office Medical Technology students shadow employees at Blessing Physician Services) to learn more about those careers.

### **ECONOMIC DEVELOPMENT**

The College is currently under contract with Maas Construction, Inc. on an expansion of the Workforce Development Center. The College successfully applied and received an Economic Development Administration grant to assist with financing the project. This expansion includes spaces for new programs and enhancements to existing programs. The goal listed in the EDA grant application is to significantly increase the local and regional opportunities for head-of-household positions and furthering the economic impact in this area.

In August 2022, the College took possession of the Agricultural Sciences Complex (ASC), which was a building constructed using private dollars raised by the Orr Corporation. The ASC will expand agricultural program offerings and allow the College to partner with other organizations for programming and training in agricultural sciences.

In addition to transfer degrees, the College offers a multitude of certificate programs designed to instruct and train students for career ready positions in this region which immediately affects the local economy. A steady pipeline of new workers in careers such as manufacturing, welding, electrical, industrial maintenance, truck driving and logistics helps local businesses in need of workers and significantly improves economic development in the local area.



## **2.C - Core Component 2.C**

---

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

### **Argument**

---

The Board of Trustees is the official governing board (Board Policy 103) of the College. Board membership is composed of seven (7) trustees elected at-large by residents in Community College District 539 for six-year terms and one (1) student trustee elected by the student body. Trustees are elected in staggered cycles to prevent a complete change of Board membership at any one time.

Members of the Board have authority only when acting as a Board legally in session. No individual member or committee of the Board has the power to act on behalf of the Board, unless specifically and legally authorized to do so by action duly taken by the Board. Board Policy 104 expressly lists the specific duties of the Board.

#### **2.C.1.**

The Board undergoes annual Trustee Leadership Training instructed by the College's legal counsel. Training includes, but is not limited to, Board member responsibilities and obligations; employment matters; financial oversight and responsibilities; student discrimination and constitutional issues; open meetings act; freedom of information act; and ethics.

Board members are also selected to serve on Board committees which assists the Board in learning more about different areas of the College. Board committees include the executive committee, finance committee, and curriculum committee. Board committee members report on committee work at monthly Board meetings.

Board Policy 103 outlines the authority and procedural capacity of the Board. Board Policy 105 outlines how the Board meets its legal and fiduciary responsibilities.

### **2.C.2.**

Board Policy 109 outlines the specifics for Board meetings and includes provisions for compliance with the Open Meetings Act, dates and times for regular scheduled meetings, and special meetings.

The Board is responsible for setting, reviewing, and updating the College's Mission, Vision, Core Values, and Strategic Goals. Board Policy 101 outlines the Board's responsibilities in setting the strategic direction and mission for the College. The Board deliberates and discusses business items and other issues before making decisions that reflect the priorities of the College. The Student Trustee reads aloud the Mission Statement at the beginning of each Board meeting.

The responsibilities of the Board include establishing policies that guide the operations of the College and assure that the College performs according to policies. Board Policy 110 outlines the relationship between the Board and the President. Board members engage in policy making and respect the delegation of authority to the President to operate the College.

The College Foundation maintains separate policies and has a separate Board of Directors.

### **2.C.3.**

The Board considers the interests of internal and external constituencies by choosing a Board meeting time that allows employees and the public to attend the meetings. The Board also attempts to hold at least one meeting per year at each one of the College's Regional Centers. At regular and special Board meetings, employees and the public are afforded time to speak, subject to reasonable constraints, to make public comment or ask questions of the Board. Any person wishing to address the Board is required to file a written request with the President at least 24 hours prior to the meeting. The Board meeting agenda includes public and employee comment.

The Board considers the College employees' interests in a variety of ways. Employees with responsibility for administrative procedures may recommend revisions of Board policies which are eventually considered for approval by the Board. Employees with ideas and recommendations for improvements to the College are encouraged to bring these to the Board via a discussion item through their appropriate Dean/Vice President. Employees are also asked to provide special reports to the Board on programs and services and recommendations for improvements and enhancements.

As the College plans for the future, the Board also looks to employees and students for input. The College asks employees to submit strategic initiatives, best practices, and cost savings ideas for consideration during the Strategic Planning and Budgeting process in January-February each year. The College then conducts an annual strategic planning retreat where each of these initiatives are prioritized. These prioritized initiatives are then used during the annual budget

process to determine dollars to be assigned to complete the prioritized initiatives during the next fiscal year.

The Student Trustee is elected by the student body and participates in regular Board meetings. The addition of the Student Trustee helps ensure that the Board considers the student perspective on all matters that are presented to the Board. In addition, the Student Trustee is allotted time on the agenda each month to give an update on student-related items. Board Policy 107 outlines the duties of the Student Trustee.

#### **2.C.4.**

The College fully complies with the requirements of the State Officials and Employees Ethics Act (Board Policy 210). Except as permitted by policy, no officer or employee, and no spouse of or immediate family member living with any officer or employee, shall intentionally solicit or accept any gift, as defined by law, from any prohibited source or which is otherwise prohibited by law. No prohibited source shall intentionally offer or make a gift that violates this policy.

The Ethics Act prohibits state elected officials from interfering or wrongfully influencing the Board. The Board, through its affiliation with the Illinois Community College Trustees Association, participates in various state lobbying campaigns with the goal of producing new legislation or changes in current legislation for the betterment of the Illinois Community College System. The College is its own unit of local government and is not subject to the will of any elected official unless conducted through appropriate and legal channels.

The Board and employees with budget oversight responsibilities are required by the State of Illinois to sign a Statement of Economic Interests with the County Clerk per the Illinois Governmental Ethics Act.

The Board recognizes that members of the Board should maintain the highest level of integrity in the performance of their duties. All Board members, including the Student Trustee, are required to abide by Board Policy 112 and avoid any conflict of interest or appearance of impropriety. Any Board member who has a direct or indirect interest in any matter presented to the Board is not allowed to participate in the discussion, decision, vote, or proceedings of the Board regarding the matter in question. Board members are also subject to all provisions of the Illinois Public Community College Act which pertain to interests in contracts and business. Board Policy 515 states that no person shall be employed by the District who is a member of the immediate family of a member of the Board of Trustees, President, Vice President or Dean. This prohibition applies irrespective of whether the employee is within the chain of supervision of the Board Member, President, Vice President, or Dean.

#### **2.C.5.**

The Board appoints the President, who is the College's Chief Executive Officer. The President provides overall leadership and organizational unity. The President delegates tasks to various staff members as appropriate. Board Policy 110 specifically outlines the relationship and separation of duties between the Board and the President. The President is responsible for

developing and updating as necessary a formal organizational structure of employees to ensure proper staff communication, to delineate job responsibilities and to encourage staff cooperation.

The faculty play an extensive role in the oversight of academic matters that are handled through Faculty Senate. The Faculty Senate has four sub-committees that handle curriculum, academic assessment, internal support, and professional development that are outlined in Faculty Senate. The President of Faculty Senate receives the monthly Board meeting packet for communication on faculty related items occurring at Board meetings. The Faculty Union Executive Committee meets monthly with College administration and once per semester with the Consultation Committee to discuss faculty related issues and concerns.

## 2.D - Core Component 2.D

---

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

### Argument

---

#### 2.D.

Regard for the rights of others is a particularly important value in higher education, where diverse values and perspectives are explored as part of the educational process.

Board Policy 306 states that all members of the faculty and College administration are entitled to academic freedom. The policy outlines expectations regarding restraints, good judgment, and professional ethics.

Students are afforded the opportunity to express academic freedom in many ways, (e.g., choosing research paper topics, essay topics, group activity topics, and topics for speeches).

Students are also free to express themselves by participating in the Student Government Association and College-approved clubs, which are part of the SGA and student life organization. Students can also create and form new student organizations.

Board Policy 214 outlines the College's policy on campus demonstrations and the appropriate ways for students wishing to conduct a protest or demonstration to register the event and follow College procedures with respect to freedom of speech and freedom of expression.

As outlined in the Faculty Handbook (page 17), faculty members have the academic freedom to teach classes using their desired methods. The curriculum remains consistent, but the individual faculty member can use whatever means available to deliver the consistent message of the class (e.g., traditional teaching, using PowerPoint, assigning online homework, or using a web based artificial intelligence (AI) assessment and learning system such as ALEKS).

The pandemic created an immediate need for the College to transition to online learning during the end of the Spring 2020 semester. The pandemic continues to cause needs for creativity in delivery of instruction, which includes structured in-class learning, online learning, and combination flexible and hybrid delivery methods. The pandemic has exacerbated the need for additional instructional technology, most specifically video conferencing cameras and equipment to allow the use of technologies such as Zoom and Microsoft Teams. Instructors maintain the academic freedom to choose among the delivery methods that work best for their curriculum.

Academic advisors assist students in selecting courses to take in order to be successful, graduate, and/or get started on a career path. Advisors do not persuade students in any certain direction, thus allowing the academic freedom of choice for students to take whatever courses they desire.

Students have the academic freedom to enroll in any of the College's degree or certificate programs. While all of the College's degree or certificate programs have specific requirements to graduate, there are elective (page 81) courses or requirement choices that do not have a specified class attached to them, allowing the student to make their own choice.



## **2.E - Core Component 2.E**

---

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

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

### **Argument**

---

Faculty and staff are afforded many opportunities to participate in College sponsored professional development activities and in-service training. Faculty have the opportunity to participate in the Center for Excellence in Teaching and Learning and staff have the opportunity to participate in the Leadership Development Institute (LDI).

Students acquire and discover knowledge through classroom instruction, but also gain knowledge and information through the College Library, College Writing Center, internships, tutoring, participation in student groups and clubs, athletics and intramurals, and special offerings both from the College and from the community.

#### **2.E.1.**

Faculty members are the primary evaluators of student learning and have the primary responsibility for oversight of student work and research. In addition, the College provides a professionally staffed and accessible learning resource center that supports a library, testing center, tutoring center, and writing center. The Learning Resource Center and the Student Administrative Center are also the hubs for programming for TRiO student support services, and study groups in various disciplines. Library staff regularly help students with their research.

As a community college, faculty are not necessarily tasked with specific research responsibilities, however, faculty and students may engage in research activities and projects dependent on the curriculum and some courses may have a built-in research topic or assignment.

#### **2.E.2.**

As a community college, the level of research that occurs at the College is not as substantial as four-year and research institutions. In the case of research regarding human subjects, the Office of Institutional Effectiveness serves as the clearinghouse for such requests. While the College

does not have a formal institutional review board in place, the Dean for Business Services/Institutional Effectiveness serves on a regional Institutional Review Board and Blessing Hospital serves as an IRB should the College need a review of research.

### **2.E.3.**

The College Writing Center serves to support students with college writing and research assignments or projects. Writing Center staff, trained in professional researching methodology, transfer this information to students emphasizing ethical and integral use of research materials and information resources. The College also has available to students an online resources for conducting research and writing research papers which guide students through the research process, including but not limited to, how to use sources and take notes and how to document secondary sources.

Many courses (page 81) require at least one research paper enabling students to demonstrate knowledge of all stages of the research paper. Examples of these courses include, but are not limited to agriculture, art, biological sciences, communications, emergency services, English, fire science, health, humanities, law enforcement, music, management, nursing, philosophy, physics, psychology, religious studies, science, and sociology.

Library instructional sessions cover topics on and relating to plagiarism and the ethical use of research. Specifically, the library provides handouts on APA and MLA citation formats to help avoid intentional and accidental plagiarism. Sessions also feature presentations providing information on the reasoning behind citations (e.g., to avoid plagiarism or to point readers to the original source used), an introduction to and access to Noodle Tools, a web-based software program that promotes ethical research through guided learning. The library also provides copies of the most current edition of MLA and APA style handbooks. The library website links to various resources that provide guidance for ethical research, including but not limited to, links to outside resources that provide extensive guidance in plagiarism, citation help, and research skills, e.g., The Purdue Online Writing Lab (OWL) and Duke University's Citing Sources. The library website also has two access points for faculty copyright information and two access points for citation help, which consists of a listing of authoritative citation resources provided by the library for student use. Plagiarism statements are included in the course syllabi, which inform students that plagiarism will not be tolerated and outline the penalties for plagiarism. In addition, faculty utilize tools, such as Turnitin and Honorlock, to ensure the originality of student research papers and online examinations. Courses, such as First Year Experience provide students with guidelines regarding ethical use of information resources and include a module devoted to library services and plagiarism.

### **2.E.4.**

The College Catalog and Student Handbook (page 44) contains strict policies against academic dishonesty and Board Policy 414 outlines the College's student conduct policy which includes provisions for academic dishonesty.

Disciplinary action may range from receiving a zero on an assignment to student expulsion, probation, suspension, reprimand, or other action imposed by way of discipline of a student for misconduct. Faculty members include in their course syllabus a statement of their policy with regard to academic dishonesty. A process for reporting such matters and a procedure (page 3) for appeal are part of the procedure.

### **ACADEMIC DISHONESTY**

The Faculty Senate recently reviewed and evaluated the student conduct regulations concerning academic dishonesty. The committee made two recommendations after their review was completed. One recommendation was to have faculty members report any incidents to the Dean of Arts and Sciences or the Dean of Career and Technical Education instead of the Dean of Student Services and Enrollment Management. The second recommendation was to use a reporting form that the committee designed and updated in 2018. The form provides protocol, process, and procedures to be used in academic dishonesty situations and has been used extensively to handle cases of academic dishonesty. Students subject to academic dishonesty receive a letter when the form is used.

The College has recently adopted the use of Honorlock, an online test proctoring system which combines artificial intelligence (AI) and live test proctors to ensure that it is the actual student taking the test. With the increase in online learning, partially brought on by the pandemic, Honorlock has been instrumental in maintaining the academic integrity of the College's online courses.

## **2.S - Criterion 2 - Summary**

---

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

### **Summary**

---

#### **2.S.**

The College (staff, faculty, administration, Board) consistently acts with integrity. Conduct is both responsible and ethical and the College's core values are ingrained in our culture. The College maintains many policies, procedures, and practices to ensure ethical behavior. Integrity and ethics are difficult to describe but include such acts as fairness and honesty with regard to treatment of students, employees, and the community; maintaining the highest levels of confidentiality; adhering to rules and regulations established by the College and external compliance regulators; and maintaining a strong culture of non-discrimination.

The College is an open-admission, comprehensive, public community college that seeks to enrich the lives of those it serves by striving for academic excellence, integrity, accountability, and flexibility. The College seeks to stimulate the intellectual, academic, personal, and social development of students as productive, engaged, and responsible citizens in support of the community.

The College's publications, most predominantly the Catalog and Student Handbook, and the College's website, are the primary means for presenting information clearly and transparently to students, parents, and the public.

The Board remains autonomous, follows its established policies and procedures, communicates clearly with the public, and maintains compliance with all laws and regulations governing elected Boards, as well as adhering to requirements for annual training. The Board makes decisions that are in the best interest of the College, its employees and students, and the communities we serve.

The College is encouraged that this report affirms that the College's day-to-day operations are performed with a high degree of integrity, responsibility, and ethical behavior.

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

---

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

### **3.A - Core Component 3.A**

---

The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its 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**

---

#### **3.A.1.**

The College uses a variety of measures to ensure our courses and programs are current. The College adheres to the program and general education requirements as outlined in ICCB Units of Instruction and ICCB Program Requirements. The levels of credentials offered include certificates, ranging from 7 to 54 credit hours, and 6 associate degrees AA, AS, AES, AFA, AAS, & AGS.

For transfer associate degrees, the College participates in the Illinois Articulation Initiative,(IAI) a statewide agreement that streamlines the transfer of completed general education courses, called the General Education Core Curriculum. IAI panels review College courses on a cycle to ensure courses continue to be current and aligned for streamlined transfer. For all degrees and certificates, ICCB reviews and approves both courses and programs of study, and recognized the College as in compliance in October of 2020.

Faculty, as content experts, are responsible for the review, revision, development of courses, certificates, and degrees to ensure students are prepared for the workforce or transfer to a four-year institution. The Faculty Senate Curriculum Committee meets monthly during the academic year, to facilitate the curriculum approval process. In addition to the faculty committee members, the Dean of Career Technical Education, the Dean of Transfer Education, the Vice President of Instruction, the Director of Career Technical Education and Perkins Services, the Registrar, and other representatives attend meetings for input and feedback to best serve students in achieving

their goals. The Board of Trustees has a Curriculum Committee that meets separately and reports curriculum changes from faculty to the Board.

The Curriculum Approval Protocol form ensures the required steps in the curriculum revision process are consistently followed which includes signatures of approval by administration, the Board, and final approval from ICCB, if necessary. During Fall of 2017 through Spring of 2022 semester, 212 curriculum revisions and additions went through this process. Each course, certificate, and degree is either classified as new, changed, deleted or activated/inactivated.

The Curriculum Approval Protocol form is currently under review. The College approved moving from the Word document form to a web-based form during the August 2022 Curriculum Meeting. The web-based form limits the information faculty can see and only includes the necessary fields based on the type of change under revision. As a professional development opportunity, a Faculty Senate Brown Bag was offered this fall to further discuss curriculum updates including protocols, the flowchart, and the work on the curriculum manual.

For Career Technical Education (CTE) programs, advisory councils, consisting of industry partners with expertise in the program of study, provide input which the Dean of Career Technical Education and faculty use to inform revisions and new programs as shown in Sept 2017. In January of 2019, the College used this input to improve our Welding program, and then made additional improvements two years later in January of 2021. In the Fall of 2018, the College received input on a new community need for HVAC courses, because of the closure of another local college. Advisory Councils meet at least once a year to review and discuss program curricula such as the Industrial Tech Program, in December of 2019, and the Automation & Robotics Certificate in October of 2021.

Numerous certificates offered stack into an AAS degree, but are also standalone credentials necessary for entering the workforce. Students meet the certificate requirements with the option to continue achieving additional learning outcomes and skills for the AAS degree, a higher credential level.

Another way the College ensures courses and programs maintain relevancy is through the program review process. Academic disciplines and CTE programs are on a required ICCB five-year program review cycle, which consists of three indicators that provide the review framework. The review includes student success data for the program or discipline courses and action plans. ICCB provides valuable feedback to these reports which informs next steps. The 2021 program review report includes program reviews for Early Childhood Education and Welding. The College implemented a shortened annual program report and review in 2020 to support continuous improvement for academic disciplines and CTE programs in preparation for the more comprehensive five-year review.

### **3.A.2.**

As a community college, no graduate or post-baccalaureate courses are offered. However, the College offers different levels of achievement in course and program objectives, awarding different levels of credentials providing more opportunities for students. The Early Childhood Education program aligns with the Gateways to Opportunity multiple levels of credentials with clearly outlined learning goals & career paths. The Licensed Practical Nurse certificate to Associate Degree in Nursing is another example of different levels of credentials.

Levels of learning goals of sequenced courses are also defined to ensure students are prepared for the next level course. The English sequence, ENG 099, 101, 102, and the Biology sequence BIO 101, 275, 276 are two discipline examples.

At the program level, certificate to AAS progression goals are also clearly defined. For example, Manufacturing Technology AAS requires two specialized areas of study, which are stand alone certificates, with clearly defined learning goals.

Course requirements for every transfer degree are listed in the College Catalog and Student Handbook. Faculty designate learning objectives on syllabi for each transfer course.

The College joined the Higher Learning Commission (HLC) Assessment Academy in fall of 2019. The College has developed a framework for assessing course, program, and now, institutional level goals to ensure students are prepared for the work place or transfer. Through the College's project work, the assessment of student learning process now aligns with the five Institutional Goals (IG): Communication, Critical Reasoning, Diversity Equity & Inclusion, Essential Skills, and Information Literacy. Each Institutional Goal, adopted in 2021, includes several objectives, with each objective including multiple measurable outcomes. Previously, the College assessed student performance using six General Education Goals, which were too broad, discipline specific, and did not align with co-curricular assessment.

The Student Learning Committee continues to provide guidance in analyzing and using the data which may inform recommendations for action to be taken at the course, program, or institutional level (See 4.B).

In the Fall of 2021, faculty members completed a pilot assessment project, using the institutional goals, by measuring one outcome per course through our learning management system (Canvas). In December, the Student Learning Committee shared those results with faculty members at the Student Learning Day Workshop. The results began building a data baseline.

For Spring of 2022, each faculty member comprehensively mapped one course. At the Student Learning Day Workshop, after data was shared, faculty participated in a brainstorming session concerning the relevancy of data.

### 3.A.3.

College courses are offered face-to-face at various locations including the Main Campus, Workforce Development Center, Mt. Sterling Education Center, Agricultural Education Center, and Southeast Education Center, for student convenience and access. Students are offered numerous types of learning environments which include: traditional, online (including an agreement with Moberly Area Community College), open learning, hybrid, clinical sites, laboratories, workforce development sites, internships, and concurrent enrollment for high school students. Multiple locations and learning environments support the College's commitment to our mission of 'providing accessible educational opportunities at an exceptional value'.

As stated in 3.A.1, all credit courses, regardless of delivery mode or delivery location, are subject to an established approval process. The College also takes part in the IAI where each ICCB-approved general education course undergoes further scrutiny to prove adherence to General Education Core Curriculum standards due to this agreement. Each course must meet these standards regardless of delivery mode or location.

Once the curriculum mapping process is completed, each course will be mapped to relevant objectives and outcomes established by our IGs, regardless of location and delivery method. This will serve as the framework to ensure program quality and learning goals continue to be consistent, even as updates and revisions are made. Samples of CTE program goal assessment can be found here: [Ag assessment](#), [Industrial Maintenance assessment](#).

The College uses a Master Syllabus template which is the blueprint for all courses regardless of learning environment or location. A syllabus outline is developed for each course before submission to ICCB. Every instructor is required to submit a syllabus for all courses. The consistency of each syllabus is verified by department chairs using a Syllabus Checklist. This ensures that the prerequisites, course goals, and course objectives remain unchanged for each section of a particular course, while leaving individual faculty members some academic freedom and the option to add an addendum with additional guidelines.

The College's master syllabus complies with the syllabus requirements determined by ICCB & IAI agreement.

The College's program quality and learning goals consistency across all modes of delivery and locations is demonstrated in samples of syllabi from three different programs of study: Biology 101, Communications 101, and English 101.

BIO 101: In-person Quincy campus; In-person SEC (Pittsfield campus); Hybrid; Online; Concurrent enrollment.

CMN 101: In-person Quincy campus; Online; Concurrent enrollment.

ENG 101: In-person Quincy campus; In-person SEC (Pittsfield campus); In-person Ag Center; In-person Mt Sterling; Concurrent enrollment.



## **3.B - Core Component 3.B**

---

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. 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. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

### **Argument**

---

#### **3.B.1.**

While the Illinois Board of Higher Education (IBHE) has administrative control over statewide planning for higher education, the ICCB controls the curriculum of community colleges. The ICCB Program Approval Manual provides the guidelines as well as templates and documents to complete the process of program and curriculum development. The guidelines are specific regarding general education curriculum and associate degrees. Each of the College's associate degrees (AA, AS, AAS, AES, AFA and AGS) were developed following these guidelines and meet the ICCB guidelines as outlined in the College Catalog and Student Handbook. The development and revisions of programs, curriculum, and courses are initiated following the curriculum approval protocol described in 3.A.1. This process and the appropriate paperwork enable the general education curriculum and courses to stay consistent with the College's mission of "enriches lives through learning."

#### **3.B.2.**

Institutional Goals and requirements for graduation are clearly articulated in the College Catalog and Student Handbook which is available both in print and online at all College locations. Please note, the College's institutional goals are what many colleges refer to as general education goals.

Course selections to meet the General Education Core Curriculum (GECC), requirements are made from the following categories: Communication Skills, Humanities and Fine Arts, Social and Behavioral Sciences, Mathematics, Natural Sciences, as well as graduation requirements for First Year Experience, computer literacy, and international awareness.

The GECC certificate is recognized in conjunction with an Associate's degree or as a stand alone credential. As addressed in 3.B.1, ICCB requires what general education requirements are necessary for each credential.

### **3.B.3.**

The College offers students the opportunity to gain an understanding of cultural diversity and the opportunity to develop the skills needed to live in a multicultural world. These opportunities and skills are expressed as one of the College's five institutional goals: Diversity, Equity, and Inclusion. The College works to provide students with these opportunities and skills both in and out of the classroom.

In the classroom, the College requires any student seeking an AA or AS degree to earn three credit hours of course work from a list of specific courses identified to meet this cultural diversity requirement, referred to as the international awareness requirement in the College Catalog and Student Handbook.

Diversity in the Classroom contains highlights and specific details from several courses that fulfill the international awareness requirement, as well as samples from other courses, though it is not a comprehensive list. Forty-two percent of responses on the 2022 Faculty & Staff Survey confirm that various views and diverse groups are addressed in the classroom.

Outside the classroom, the College has the Diversity, Equity, Inclusion (DEI) standing committee that meets monthly. It is led by the President with members consisting of staff, faculty, and students. Members of the committee are required to complete DEI training which might include the DEI training offered by the Quincy Area Chamber of Commerce. The DEI committee shares information (hallmarks & tips) with the entire College to raise the awareness and value of diversity. In August of 2022, the College adopted a DEI Statement.

In April of 2021, the College offered a "Brown Bag" event on identity terminology associated with sex and gender hosted by a representative from Quanada. The event included an opportunity for attendees to gain additional understanding of and ask questions regarding transgender or otherwise non-binary gender identity.

In October of 2021, student services hosted a "Lunch & Learn" event for students to help improve their external scholarship applications. Co-curricular data was collected with a survey of attendees on their beliefs about the impact of their own culture and background when they complete these scholarship applications. Students scored lower than anticipated when measured against the IG outcome for Diversity 1.2. In an attempt to improve this awareness, advisors are

following up with students in their individual advising meetings. A follow-up assessment will be conducted in the Fall of 2022.

In addition to the DEI committee, there are two student clubs focused on diversity (Cultural Diversity and Inclusion Club and Gay Straight Alliance). The Student Government hosted its first Coming Out Day in 2021 to support and connect this population of students.

Student Services organizes events and activities outside the classroom that support the value of diversity. In 2021, they offered three sessions focused on diversity awareness open to staff, faculty, and students. Those sessions included, "Find your DEI Why," Media Bias Training, and an informational workshop to learn and understand LGBTQIA definitions and considerations.

To deepen understanding of various cultures and broaden perspectives, TRiO arranges cultural trips to museums and other destinations. As part of a Leadership Development Institute pilot for student leaders, Student Government officers took part in Colors personality assessment workshop in Spring 2022 designed to help them understand one another and others.

A "Mental Health First Aid" training session was held to help staff recognize mental health issues in youth. Since 2016, the College has offered free counseling services for students, and most recently added a "relaxation room" before spring 2022 final exams.

#### **3.B.4.**

As a two-year community college, faculty and students contribute to scholarship, creative work, and the discovery of knowledge in a variety of ways.

In the 2022 Faculty & Staff survey, 72% of faculty reported participating in conferences, 42% participating in professional organizations within their field, and 25% taking courses to continue their education.

Student scholarship occurs within the classroom in traditional forms such as research papers and presentations. The College also offers students these opportunities in nontraditional forms. For example, the Agricultural Department has a long-standing partnership with the University of Illinois that gives students a variety of opportunities for scholarship and experience.

The Library supports faculty and student scholarship with instruction for entire classes and a variety research resources.

The College performs three major concerts each year on campus: a Fall, Holiday, and Spring with all groups (Band, Chorus, and Vocal Show). Additionally, every other year, the choir performs an additional concert with the Quincy Symphony. Each semester there is a student

applied lesson concert in which faculty also perform. The Theatre Guild has put on a play in the Spring semester the last two years, though last year was a radio play due to the pandemic.

The student art show is another example of student scholarship outside the classroom.

Volunteer and experiential learning opportunities are hosted by two student groups: the Student Government Association and Phi Theta Kappa.

The College offers a Presidential Scholarship that requires participation in student events and supporting the admissions team.

Faculty scholarship, as allowed by the sabbatical policy, provides faculty the opportunity to pursue their research interests.

An English Instructor was selected to serve as Faculty Scholar for Phi Theta Kappa and led small groups of attendees in discussions about presentations by the keynote speakers.

In 2021, a Science Instructor published on the pandemic.

## 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 strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. 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, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. 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.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

## Argument

---

### 3.C.1.

The College strives to ensure that the overall composition of faculty and staff reflects the diversity of the region. To seek a diverse pool of applicants, the College uses numerous professional employment job boards as outreach to diverse populations in regional and national areas, which is an important step in recruitment. Job postings include a Diversity Statement that shares the College's commitment to Diversity, Equity and Inclusion (DEI) with potential applicants.

According to demographic reports when comparing faculty and students, 96.3% of faculty identify as white versus 88.9% of students who identify similarly, 2% of faculty identify as black versus 5.7% of students identify similarly and 1.3% of faculty identify as Hispanic versus 2.1% of students who identify similarly. When comparing gender, 42.5% full-time faculty are female versus 60.2% of the student population is female.

The College is an Equal Opportunity and Affirmative Action institution that follows all applicable laws. The College encourages DEI training through an online system, Safe Colleges. During fall 2021, in the effort to increase DEI initiatives, the President formed a

college-wide Diversity, Equity, and Inclusion Committee which includes a cross-section of College employees. The mission of this Committee is to ‘focus on strategic actions the College can engage in to produce a more inclusive, diverse, and equitable institution’. The College has adopted a DEI position statement and definitions to further guide our journey. This committee builds upon the work of the previous Diversity and Inclusion Committee. In addition, the College participates in the Chamber of Commerce Diversity and Inclusion Academy, winning an award in 2018. Employees are encouraged to participate in the academy as the College acknowledges that DEI continues to be an area of growth for all.

### **3.C.2.**

The College continues to offer high-quality programs and services by employing and maintaining qualified faculty. Per the HLC Annual Institutional Data Update, the College has 45 full-time faculty and 114 associate (part-time) faculty. In addition, 16 dual credit instructors deliver instruction in the 14 district high schools, and numerous faculty teach and supervise clinicals for the second year of our nursing program per our consortium agreement (pg. 1) The College continues to hire a sufficient number of faculty to maintain a low student-to-faculty ratio which is 13:1, below the national and state norm, 17.6 and 18.1 respectively, per the National Center for Education Statistics (NCES). This low ratio provides the opportunity for instructors to dedicate more time to engage with each student. Per CBA Article 3.20, "the College recognizes the importance of class size in providing the highest quality of educational service and instruction to students." The College has maintained a sufficient number of faculty and staff to best serve students.

In Fall 2021, 76% of full-time faculty were tenured and provide continuity of instruction for the College. Faculty longevity suggests overall job satisfaction and relates to the ability and experience of faculty to carry out the necessary position responsibilities. As of August 1, 2022, 30% of faculty have worked 15 years or longer at the College. Between fall 2016 and fall of 2022, 19 new faculty who have previous teaching and relevant work-related experience, have been hired and bring new ideas to the College. Faculty Committee membership demonstrates the wealth of experience faculty bring to meetings and newer faculty are also involved and willing to serve the College in non-teaching roles as well.

The Collective Bargaining Agreement (CBA) establishes structures to clearly delineate the teaching and non-teaching roles for full-time faculty. Beyond the classroom, Faculty Senate Committees, in collaboration with academic administration, provide oversight of curriculum, assessment, and faculty professional development which is integral in offering quality and rigorous instruction. The Internal Support Committee evaluates and makes recommendations regarding faculty needs with respect to infrastructure. Each committee meets once a month during the academic year and provides Committee updates during Faculty Senate meetings which are held on the first Friday of each month. Numerous faculty regularly serve on committees such as Tenure Review, Search, and Standing Committees which is an important part of their role as faculty members, assisting in tenure candidate professional growth and representing the instructional area of the College. After joining the HLC Assessment Academy

and prioritizing assessment as inclusive, the Student Learning Committee, a College standing committee, was formed to develop a plan for moving forward with curricular and co-curricular assessment.

Another non-teaching role for faculty, and staff, is to serve as advisors for numerous student clubs. An example of the level of involvement is the College's Communication, Literature, and Languages faculty member who serves as an Alpha Tau Gamma chapter of Phi Theta Kappa advisor and at the national level, served as a PTK honor faculty scholar. The Advisor works closely with students on projects building their skill set in scholarship, leadership, service, and fellowship.

### **3.C.3.**

The CBA Article 3.14 outlines the selection of association member hiring procedures which is an important process to ensure qualified and quality faculty are hired. The College complies with the credentialing standards set forth by the ICCB and adheres to HLC criteria and assumed practices for faculty credentialing. The instructional administration is responsible for ensuring compliance with these guidelines.

Starting fall of 2016, in response to HLC clarified faculty qualifications guidelines, the College conducted an internal review of all faculty and dual credit instructor credentials. To ensure review consistency, a Task Force, comprised of faculty and staff, met and developed a Credentials Verification form and protocol to determine credentialed faculty. A professional development action plan documented faculty progress in becoming fully credentialed while they continued to teach. Faculty credentials continue to be reviewed and verified through this process. College full-time, associate (part-time) faculty, including dual credit instructors and consortia faculty, are in compliance with credentialing guidelines.

Since January 2022, when hiring a new faculty member, the transcript is reviewed when applicant materials are received, now in the AAIM system, to determine if the applicant is forwarded to the next step in the process, revising the protocol. This review is conducted by the Director of Human Resources, the Vice President of Instruction, and the respective dean/department chair if needed. Once a candidate accepts the position, the credentials verification form is signed and placed in their employee personnel file.

### **3.C.4.**

The process and frequency of full-time tenured faculty member evaluation are detailed in CBA Article 3.10 and consist of three parts:

- 1) Teaching Observations- when a face-to-face lecture or lab class is scheduled to be observed, a pre-observation meeting is held, the observation is conducted, and a post-observation meeting occurs which strengthens collaboration and increases communication. For online courses, the respective academic dean 'observes' a faculty member by conducting one meeting with the faculty member, reviewing and discussing the online course and delivery of instruction.

2) Annual Evaluation- during each spring semester, the respective academic dean meets with each faculty member to discuss the professional growth opportunity form which is divided into three categories, teaching and learning, personal and professional development, and contributions, concluding with setting new goals for the next year.

3) Student Evaluations- are administered for all courses each semester by the Data Coordinator of Institutional Effectiveness and are embedded within our learning management system (Canvas), which provides the platform for anonymous student submission. For full-time faculty, results are available for review by the faculty member, respective academic dean, and Vice President of Instruction after final grades are submitted to further encourage the percentage of student responses.

Per CBA Article 3.17(D), faculty that serve as Department Chairs are evaluated by their colleagues, with the results discussed during their annual evaluation meeting with their respective academic dean.

A Joint Committee, consisting of equal faculty and administration representation, was formed in 2019, and charged with revising the procedure and expectations of the tenure review process and was finalized through the Memorandum of Understanding (MOU) that amended the CBA. The expectation was to increase collaboration and communication between tenure candidates, tenured faculty and administration which has occurred, along with tenure candidates' increased continuous professional growth.

Beginning spring 2020, tenure candidates participated in the revised tenure review process outlined in CBA Article 3.18. The three-year tenure review process is an opportunity for guidance and feedback from a faculty mentor and a Tenure Review Committee (TRC) that consists of tenured faculty members and the Department Chair, if applicable. The tenure review procedure outlines the responsibilities of the TRC and tenure candidate. The Tenure Review Progress Report outlines and documents the required frequency and guidelines for observations, review of student evaluations and written recommendation to the Vice President for Instruction. The continued goal of this process is to assist new faculty in their professional growth and acclimation to the College. The tenure process added a mentor component to provide the tenure candidate a 'go-to-person', a resource, outside of their department where they can seek confidential advice and guidance. An additional part of the revised process is a required Evaluator Workshop for any tenured faculty member observing a tenure candidate or administrator observing a faculty member.

Following the fourth semester of teaching, the TRC submits a written recommendation to the Vice President for Instruction, who reviews materials and makes a written recommendation to the President who, if concurs, moves the candidate forward for Board approval the spring of the candidate's third year.

For associate faculty, classroom and online observations are conducted by full-time faculty, usually the Department Chair or instructional administrators, on a similar rotation cycle as full-time tenured faculty using the same evaluation instruments. Consistent with full-time faculty,



student evaluations of instruction are completed each semester for all delivery modalities. Summaries of the evaluations are available to be reviewed by the instructor, academic dean, Department Chair, and Vice President for Instruction.

Additionally, to increase the rigor and quality of faculty online courses, course audits are completed by the Office of Instructional Support and Distance Learning on a two-year cycle.

### **3.C.5.**

The Center for Excellence in Teaching and Learning (CETL) was established in the fall of 2010, adding a faculty academy component in 2015 and continues to evolve. CETL, oversight provided by the Faculty Senate Professional Development (FSPD) Chair, is a framework for in-house professional development opportunities.

CETL provides a variety of resources, activities, and opportunities to support faculty which include, but are not limited to:

- Brown Bag Discussion Series- a variety of topics offered during fall/spring semesters featuring helpful teaching, learning, and student success mini-workshops/presentations by faculty or experts,
- Reading Circle- a smaller, more informal discussion group that meets during the fall/spring semesters. A book or article/s to read is determined by the FSPD committee,
- Faculty Academy- faculty submit a proposal, and once approved, documents activities and projects, earning credit toward awards. In 2016, the first faculty member achieved the Bronze award, receiving an earned stipend.
- 20-minute Mentor and on-demand Magna Commons- video-based programs covering a broad range of faculty and staff professional development topics which are used individually and collectively. The College's Magna Subscription includes The Teaching Professor newsletter that provides pedagogical evidence-based strategies that enhance teaching.

In addition to CETL, the College supports professional development through the following:

- Sabbatical leave - provided for full-time faculty and exempt employees for the purpose of furthering their education, improving professional competencies or for other projects to enhance teaching and learning,
- Professional Development and Tuition Reimbursement- full-time faculty members and staff qualify for tuition reimbursement up to \$200 per credit hour for a maximum of nine credit hours annually for graduate education. Employees are eligible for College tuition and fees through waivers,

- Professional development College commitment- budgets include funding for professional development which support faculty members attending workshops, conferences, webinars, and professional organization memberships pertinent to their disciplines,
- Orientation -held for new faculty members to assist in the transition to the College,
- Dual Credit summit- workshop offered for dual credit instructors and College faculty to provide an opportunity for collaboration to ensure consistency and rigorous instruction,
- Interest-free computer purchase loan program- which supports faculty and staff in keeping current with computers, and related equipment. Since 2016, 16 staff and faculty have participated in the program.

Striving to ensure instructors are current in their disciplines and adept in their teaching roles, many resources are available through the Instructional Support and Distance Learning Department. This Department provides instructional design support, emails faculty tips for online best practices, supports developing courses in Canvas, and edits/closed captions video lectures for faculty, which is essential for the successful Canvas navigation and the online learning environment. A variety of workshops and help sessions are offered each year with additional online training available, to support faculty in delivering instruction and keeping up-to-date with new Canvas and ever-changing technology. Other faculty support through this department includes, but is not limited to:

- Zoom- a video-conferencing platform used to enhance collaboration and engagement with students, staff, and faculty during meetings, as well as with the community,
- Recording studio eGlass- staff members built a Looking Glass that records lecture topics and information as the instructor writes on the glass 'chalkboard' for increased student understanding and reach the visual learner,
- Instructional Video and Document Repository/ Faculty Resources- a customized library embedded in Canvas that provides a wealth of resources to support faculty as content is applicable for delivery of instruction and supporting students.

In 2022, faculty participated in a survey conducted by the Office of Institutional Effectiveness with 23 full-time faculty and 12 part-time faculty responding. Faculty were asked to indicate the professional development activities they have participated in. The top-ranked response for all faculty was participating in online training, 74% of full-time faculty and 88% of part-time faculty. The next two ranked responses for full-time faculty were attending College-sponsored workshops and webinars, 69.5% and 65% respectively.

For additional support, and professional development opportunity for Associate and new full-time faculty, there is the Associate Faculty Workshop offered each August. This workshop covers policies, and procedures in and out of the classroom, and provides relevant College and technology updates. The Associate Faculty Guidelines are an additional resource to assist associate faculty in their work. The faculty handbook is comprehensive, provides resources and information, and is easily accessible in digital form on the intranet. The Smart Start Handbook provides a wealth of information about the College and our programs for dual credit instructors.

### **3.C.6.**

The College acknowledges the importance of faculty being accessible for student inquiry, physically and virtually. Full-time faculty have individual offices, maintaining confidentiality when assisting students, whether stopping by or having an appointment for in-person or virtual meetings. Beginning fall 2022, the CBA Article 3.08 outlines expectations for office hours, which along with their contact information, are required to be listed on course syllabi. To ensure timely accessibility, faculty are required to respond to student emails within 24 hours during business days and within 24 hours of assignment due dates.

Faculty are routinely available for student inquiry beyond office hours through a variety of synchronous and asynchronous methods such as email, phone, Zoom, Microsoft Teams, and other electronic communication. Faculty schedules, which include office hours, are posted on or near the faculty member's office door and entered into Outlook to be accessible to students and employees. When surveyed, students have reported having appropriate access to faculty and staff.

Each Academic department has a staff person who serves as an additional contact and support for student-faculty interaction through phone and email communication. Additionally, the College website provides faculty and staff contact information.

### **3.C.7.**

The College Strategic Goal #2 - 'Excellence in programs, services, and employees' speaks to the commitment to hire, train and retain employees dedicated to student success.

The Human Resources Office provides leadership to ensure the College has qualified, trained, and supported staff members and manages the application process. Candidates are recruited internally and externally, locally, and nationwide.(See 3.C.1). Job postings include duties, expectations, and qualifications with required and potentially, preferred credentials. Applications are submitted online through AAIM and are screened by the Office of Human Resources before the search committee responsibilities begin. Board Policy 505 provides guidelines for the Compensation Program that sets the standards for the administration of staff compensation for regular, non-bargaining positions. Once hired, the staff member attends the New Employee Orientation.

Student Services staff hold appropriate educational degrees, and/or have appropriate experience and other necessary qualifications. Examples include the Coordinator of Counseling Services, who holds the required credential to work with students concerning mental health issues; the Director and Manager of the Learning Resources Center have the credentials to provide Library and Center oversight. The Catalog and Student Handbook lists degree levels for the majority of staff members.

Job descriptions include mandatory training for all employees. Various additional trainings and workshops may be required, per the supervisor, each documented as a part of the performance review and planning process each year. To establish the appropriate staff professional development and growth, mid-year and annual performance reviews are conducted where goals are discussed, reviewed, and then set for the following year.

The Office of Human Resources sends emails to all faculty/staff with an attached calendar listing professional development opportunities held during fall and spring semesters. Starting in 2018, the College closes for a day each spring for a College-wide in-service day, to enable all faculty and staff to attend. Spring of 2022, our keynote speaker presented on active leadership followed by breakout sessions, facilitated by faculty/staff. Five questions were asked seeking feedback about the speaker and the College.

Student Services staff participate in annual, semi-annual, or as-needed, conferences and training. To stay current in their roles, staff are also members of Illinois and federal associations. The Learning Resources Center staff, the Library as the central service, participate in numerous professional development opportunities to keep current. TriO staff attended the 'Serving Diverse Populations' opportunity to increase their effectiveness in serving students.

In 2022, a College-wide survey, administered by the Office of Institutional Effectiveness, asked the question, "What do you do for your own professional development or to stay current in your role?" The top three results were attending/participating in conferences (72.8%), attending/participating at in-services (64.4%), and participating in a professional organization related to your current field (42.37%).

Additionally, some staff has had the opportunity to participate in the Leadership Development Institute (LDI), started and led by the President. Each academic year from 2016 - 2019, a new cohort participated in LDI. For the past two years, the majority of LDI members participated in a book read and discussed the "*7 Habits of Highly Effective People*" by Stephen R. Covey (2004) and presented Habit overviews to colleagues.

## **3.D - Core Component 3.D**

---

The institution provides support for student learning and resources for 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 offerings 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 and museum collections, as appropriate to the institution's offerings).

### **Argument**

---

#### **3.D.1.**

The College provides extensive support services that meet the needs of our student body in making a successful transition to college and reaching their educational goals. As a community college, the College has an open admissions policy that provides an educational opportunity for all students.

From the very beginning when students express interest in attending, information is shared about JWCC programs and financial support. To support students in their next step, the Office of Admissions provides easily accessible information on the website, helping students navigate how to become a JWCC student by providing admissions requirements, and an admitted student checklist. This information is essential for students, especially for first generation, who may not be knowledgeable about the College, the admissions process, or the next steps once admitted. The Office of Admissions has strategically designated admissions advisors to work with various student subpopulations including adult, high school, and Missouri students, to provide personalized, intentional access and assistance in the process.

The Office of Advising serves the full-time and part-time student population by being easily accessible, and meeting with the majority of students prior to each term. Advisors visit regional centers, hold advising days at our district high schools and offer numerous presentations to serve students to the fullest extent. Also, sample schedules are online to assist students in determining a schedule that meets their needs. (See 3.D.3 for additional information)

Admitted and prospective students receive guidance through the Financial Aid Office which includes financial awareness, assistance with filing the Free Application for Federal Student Aid (FAFSA), documentation submission, and other support services. Each year, the Office of

Financial Aid coordinates financial aid awareness sessions at the district's 14 high schools and holds subsequent FAFSA filing sessions. The College is eligible to provide students with federal, state, and local funding, with 66% of the student population (1,881 students) receiving awards.

Veterans are served by our Veteran's Office dedicated specialist, who facilitates the process of awarding academic credit for their experience and training. Support to address financial barriers is also available.

The Disability Support Services and TRIO–SSS Office provides a wide range of intensive services, with the goal of fostering an institutional climate that supports the success of individuals in this targeted group, assisting students in achieving their educational goals. The College student population is comprised of 60.1% Pell-recipient students and 22.1% first-generation students.

A Career Coach, available for assistance, can be requested by students who are uncertain about what career pathway to choose or need help to know how to get there.

To continue to serve our student population before classes begin, a new student orientation is offered on multiple dates and times. Students receive information about support services and how to 'get involved'. A wealth of information, needed for students to be successful and navigate college life, is shared during orientation which includes: TRiO, counseling services, career services, library information, Title IX, Disability Services, and other pertinent information. The Catalog and Student Handbook, issued on an annual basis, is a comprehensive resource that outlines policies and procedures, answering many questions students have about services, programs, and expectations.

For students who are not yet academically prepared for college, the College offers GED (General Educational Development), Literacy & ESL programs to help students on the path to achieving their goals.

International Students, attending from 17 countries, are offered a student orientation session that provides information that will assist students in their transition to the Quincy area and college life.

For student-athletes, balancing between being a student and an athlete, can be challenging and requires additional support to ensure their success in and out of the classroom. Students attend an athlete orientation and have a student-athlete handbook that provides needed specific information. For increased academic support, starfish flags go directly to coaches, and progress reports and attendance at study tables are required.

Students who are pursuing a career in Nursing attend an orientation to provide program-specific information and also receive a nursing student handbook as an additional resource.

Student Life offers a variety of opportunities to develop a multitude of different skills for students, who want to get involved in college life beyond the classroom, through Activities,

Education events and Intramurals, and the Student Government Association which includes Blazer Activity Teams.

The College for Life Program serves students with intellectual or developmental disabilities (IDD), or similar learning challenges, by providing the opportunity to earn a non-credit certificate and by preparing students for a fulfilling adult life in the community.

Online enrollment in the Fall of 2021 consisted of 28.2% and 69.1% of students enrolled exclusively in online courses or enrolled in at least one online course, respectively. This requires an array of support that meets their online needs. Students are provided online help information including login, dashboard and Canvas, online degree form, and about online complaints. Additional support is provided by the Instructional Support and Distance Learning Office which includes communication by email, text messages, and note cards, plus a Canvas Quick Start information sheet. An online Canvas orientation prepares students for navigation of their courses which is vital for academic success. The College is an approved State Authorization Reciprocity Agreement (SARA) Member to ensure interstate reciprocity and oversight for our out-of-state distance learning students.

Ongoing support for students from additional campus areas includes, but is not limited to, the following:

Counseling Office - strives to provide personal support with the goal to promote social, academic, and career success in all students. A dedicated counselor is on staff and a Therapist Assistance Online, TAO, opportunity is also available. Free mental health Apps and website resources are available and easily accessed. Additional support for student mental health includes the ongoing Mental Health First Aid program, for staff and faculty, which provides a student in crisis with initial help. Also, a Relaxation room has been added as a space for students, faculty, and staff to relieve stress.

Career Services - offers a variety of services to both students and community members, hosts career fairs, and maintains a job posting database. Internships and externships are other opportunities for students to gain knowledge and experience in prospective careers.

Business Office- is centrally located to provide information and resolve questions and issues regarding student accounts and provides many payment options to help students' pay their bills. In addition, bus passes and Bookstore food/beverage cards are available.

Bookstore- assists students with textbooks/materials, in person, and also has an additional online option, for student easy access, which increases the ability for students to obtain the needed course materials in a timely manner. School supplies and limited food/beverage options are available at the physical site.

Regional Center students are provided comparable support student services which were validated through our Multi-location visit in March 2021 and in November 2015.

In addition, other resources available that meet the needs of our diverse student population include:

JWCC Foundation- provides scholarships and other student support, which includes emergency loans.

A laptop loan program, funded by the Government Emergency Education Relief Fund (GEER) removed a barrier by decreasing the technology device divide, so students could complete their coursework.

Perkins program - grant-funded support, assisting a special population of students, in decreasing as many barriers as possible that impact student persistence and completion in Career and Technical Education programs. Students who fill out an online application, and if qualified, work with a student success navigator to determine what assistance is needed.

Student Worker Program- assists students in obtaining on-campus jobs to supplement their college financing and decrease college debt.

BIT Behavioral intervention Team- promotes a safe campus environment for all students and employees focused on student learning and development. Each student's situation is assessed to determine the best strategy for assistance.

Food pantry- addresses student food insecurity through continued food drives to stock the pantry and has an easy online application.

A new initiative that supports students who have completed credit hours, but not a credential, is the ComeBack Scholarship. The College continues to explore ways to meet the needs of our student population and support our mission of 'providing accessible educational opportunities and services'.

### **3.D.2.**

The College strives to provide students with the academic help and support they need, which includes placing students in the appropriate level courses so they are able to be successful and reach their educational goals. The College has a defined process and procedure for degree-seeking and non-degree-seeking students beginning with student application.

When new students apply, an early or final high school transcript must be submitted to the College for determination of course placement. The College follows Illinois adopted multiple measures placement for community college students which is required by the Developmental Education Act (The Act). Students can place into college-level courses in any number of ways using these measures.

A comprehensive evaluation of student academic ability is conducted by the Student Services staff. If this review does not result in the ability to place a student into college-level coursework, students take a placement assessment. The placement test (Accuplacer), assesses students in the



areas of math (arithmetic, quantitative reasoning, and/or advanced algebra and functions), reading, and writing. Accuplacer scores are used, placing between 5.6% - 11.2% of students into one remedial level class, which includes developmental education reading, writing, and math courses. Incoming students are provided with pre-requisite course and program guidelines that must be met before registration.

For math developmental courses, the College uses the Assessment and Learning Knowledge Spaces Program (ALEKS). Student learning is assessed for mastery upon completion of classes and by reassessing student progress using placement testing when necessary.

As an option in addition to Multiple Measures placement, students may enroll in a co-requisite English and English 101 course. Beginning fall 2022, a new course, CMN 099- College Reading Strategies, replaces a two-course sequence and will be offered to decrease time and expense for our developmental education students.

Illinois requires colleges to participate in the transitional math and English Illinois state initiatives with the goal of decreasing the number of students requiring developmental education coursework and duration in coursework. The College, committed to student success, applied for and was awarded two grants, a Transitional English grant and a Co-Requisite grant that supports the goal of students being at the college credit-bearing level within one semester.

The College recognizes that students may acquire knowledge and competencies through other activities and experiences outside of the classroom. Awarding credit for a student's prior learning and experiences is defined in Policy. Students seeking credit for prior learning follow a process where documentation is submitted for review and is evaluated individually by the respective academic dean, faculty, or staff members.

Some College programs are selective admissions where students have to meet additional criteria for eligibility before enrolling, such as the Surgical Technology Associate in Applied Science degree and the Associate Degree in Nursing (ADN) degree.

The College provides numerous academic support opportunities which include:

The Writing Center, staffed by the Communication, Literature, and Languages Department, provides tutoring for students who need help with research papers or other writing assignments.

Main Campus tutoring options include:

- For the entire student population, tutoring is available for walk-ins or scheduled appointments. The schedule is sent to all instructors and posted on the website and on classroom doors. Tutors are credentialed instructors or peer tutors, who are recommended by a faculty member.
- For students who are eligible, the Office of Disability Support Services and Trio–SSS provides tutoring with online scheduling.
- For students enrolled in computer science courses, tutoring is held in the Open Learning Computer lab for walk-ins or virtual appointments with the department or staff.

- For students enrolled in math courses, tutoring is provided by math faculty.

In addition, Smarthinking, an online tutoring service, is used to assist all students 24/7 by being accessible from any computer with Internet access.

First-Year Experience course (FYE 101) is a one-credit course that covers the necessary information students need to be successful as they transition to the college environment. Course revisions are made yearly to remain current and relevant, such as adding a Diversity, Equity, and Inclusion module.

Learning Resources Center (LRC) is an integral partner in the teaching and learning process by providing library collections, services, and effective instruction that support student academic success and the information needs of the faculty, staff, and community in a supportive learning environment. The LRC provides assistance and resources to help students gain information literacy skills, one of the College's institutional goals. One FYE 101 course module provides a wealth of Library and plagiarism information for students. To provide additional resource access, the Library maintains consortia membership.

Student Success Night is an initiative started last academic year that includes tutoring and childcare for students who are unable to come to campus during the day. Extended Admissions, Advising, and Financial Aid availability hours are scheduled to provide more access and support for students.

Proctored testing options include:

- Testing Center (Quincy campus)- promotes student success by providing a quiet, secure area for administering tests. Staff “promotes conduct that enhances a fair and secure testing experience and the validity of testing results”, guided by National College Testing Association best practices for proctoring. Testing room hours are posted and an on-site monitor is present to ensure rules are followed.
- Testing Room at the Southeast Education Center- offers secured testing.
- Honorlock- is a remote testing service used to ensure the integrity of coursework and was first used during the pandemic to serve students remotely. To be inclusive, if students do not have a device or internet access, a secure room can be used on campus for Honorlock.

The Office of Information Technology provides online resources to assist students in navigating College systems, printing, and using College email. The Help Desk is available and has extended hours during the first week of class. Microsoft Office is an additional software option, available free of charge, to support students.

### **3.D.3.**

A dedicated student services staff assists students from application to attending classes. The College advisors each have an area of specialization that assists students with their program of study, building that important relationship and connection. Advisors work with undecided and pre-nursing students. Students have the option to call, text, or email to schedule an appointment.

Advising and retention staff work with students, not only addressing course selection and individualized long-term program planning but educating them on various College policies and procedures. During the pandemic, students were served by receiving student services such as online help and opportunities through phone, Skype, Zoom, or other virtual options. The Advising and Retention staff follow Board Policy 418 and Procedure 418.1 in working with students.

Academically at-risk students are identified for intrusive advising by various factors. Each academic advisor works with 10-20 new students per year to provide targeted assistance such as bi-weekly meetings throughout the semester.

Once a program or area of study is determined, the next step is to ensure the transfer of coursework, if applicable. The Illinois Articulation Initiative (IAI), the online Transferology system, and institutional articulation agreements are used in this process which streamlines matriculation. Another tool to assist students in planning is the customized credit transfer planning guide.

Additional assistance is provided for students who meet certain eligibility requirements.

Support Services Department - houses the Office of Disability Services (ODS), and Counseling Services, and includes the TRiO program funded by the U.S. Department of Education. TRiO provides free help to 175 qualifying students who are first-generation college students, meet income guidelines, or who have a disability. The ODS supports students who have documented disabilities and assists faculty and staff who teach or provide services to those students. Numbers have grown from 157 students served in 2018 to 227 in 2021.

Perkins Program- (See 3.D.1)

Smart Start Program - offers high school students the opportunity to earn college credit. The Manager of Concurrent Enrollment collaborates with our service area high schools, providing extensive guidance and information necessary for success through a Smart Start Orientation and the Smart Start Handbook. For additional assistance prior to a semester start, the Manager is available for individual high school visits.

The College continues to explore retention strategies and track success. The Strategic Plan has Retention Key Performance Indicators (KPI) and uses the IPEDS definition which is first-time, full-time, degree/certificate-seeking students enrolled in the fall of the cohort year who were still enrolled in the subsequent fall term. In addition, the College has a Persistence KPI for tracking students between semesters.

One strategy currently used that has increased student engagement is the Starfish online platform tool that serves as an early alert used by faculty and staff to raise flags (alerts) regarding student academic or attendance issues, low or failing grades, or behavioral concerns. Advisors, coaches, the Coordinator of Student Life, and TriO staff reach out to their respective students who have flags raised to facilitate support and communication between faculty and students. New this fall

is the ability to collect analytical data and identify the at-risk students through indicators, which will inform decisions for providing interventions needed for success.

#### **3.D.4.**

The College is committed to serving current and future students and continues to explore opportunities through strengthening the infrastructure, as noted in the Facilities Master Plan and RAMP document. (See 5.B.1) to support effective teaching and learning.

The Information Technology (IT) Department strives to provide the highest quality technology-based services, in the most cost-effective manner, to facilitate the College mission, vision, and core values. Services are provided to students, faculty, and staff through infrastructure, end-user equipment, training, and technical help. Numerous training/help videos are located on the website and Intranet for additional assistance. The Technology Plan is a framework with strategies and initiatives that include a strong focus on academic technology and expanding the infrastructure, increasing mobility of users, online learning, and the rapid growth of digital content.

The Workforce Development Center (WDC) provides infrastructure for JWCC offerings including computer-aided design (CAD), welding, and other CTE programs. The EDA (Economic Development Administration) Workforce Development Center expansion grant, with additional College resources, funds the WDC expansion which includes 14,170 sq. ft. of additional lab space and classrooms which will increase infrastructure support of current and new programs.

The Truck Driver Training program is located at the WDC and is equipped with smart classrooms and a four-acre driving range. In addition, a truck driving simulator is used to help introduce students to an 'in-cab' environment that is safe and risk-free.

Agriculture Facilities- CTE and transfer agriculture degrees and certificates are offered at the Agricultural Education Center building in Baylis, Illinois with a hands-on lab environment for agronomic research through the University of Illinois Agricultural Research and Demonstration Center. The Agricultural Sciences Complex, opened on August 9, 2022, providing increased opportunities and additional labs/classrooms, an arena for livestock evaluation, and will be a livestock handling facility.

Southeast Education Center (SEC) and Mt. Sterling Education Centers- offer expanded course opportunities and provide instruction in closer proximity for rural students. Each Center has labs and classrooms to support the courses offered and is similar to the Main Campus, providing a comparable educational opportunity as documented in our 2021 multi-location visit report for the SEC.

Paul Heath Community Education and Fine Arts Center –Includes an auditorium, classrooms, and an art gallery for College and community use. The 293-seat auditorium provides needed space for students to perform and increase confidence and skills in music and theater. Art students have the opportunity to showcase their work during the Student Art Show.

All classrooms are equipped with teaching consoles and have video conferencing capabilities. Laptop carts are used for instructional purposes and meetings to provide increased accessibility for students, faculty, and staff.

The Early Childhood Education classroom was remodeled, supported by grant dollars, and now provides a lab similar to a daycare room environment for students in that program.

Computer Labs- are used for instruction in various programs. Open labs are located in our Open Learning Center and Library for use by students, staff, faculty, and at times, the community. I pads and laptops can be checked out through the Library which addresses the technology device barrier. To increase student internet access, which is vital for students completing coursework in a timely manner, Wi-Fi access points have been added on the exterior of the Regional Centers and at the Main Campus.

Science labs- 3080 square feet of dedicated labs, majority located on the Main Campus in the Science and Technology Center, with 775 sq.ft. at the Southeast Education Center, are equipped to support the biological and physical sciences delivery of instruction.

Health Sciences labs- support the Nursing and Nursing Aid programs on the Quincy campus and at the SEC, which have manikins in hospital beds to provide a hands-on simulation clinical experience for students.

Clinical Sites- numerous traditional sites are used as a key component of our Allied Health and Emergency Services programs, providing the opportunity for students to gain experience with patients/people in the workplace. The College has affiliation agreements with area healthcare facilities that articulate our partnership and define the roles and responsibilities of both organizations.

Simulation Center- a state-of-the-art facility (Blessing Education Center) serves as an additional learning environment, providing patient care simulations and a simulated operating room. The Center is used by our surgical technology and nursing students to practice basic clinical skills, apply theory to practice, and prepare them to enter actual clinical settings.

Quincy Regional Training Facility- provides training grounds and necessary equipment for our students in the Fire Science and Law Enforcement Programs.

Learning Resources Center- consisting of 14,777 sq. ft., which includes the Library as the central service point, and provides workstations and collaborative spaces. The Agricultural Education Center also maintains a program-specific collection that supports coursework. All students, staff, and faculty have access through the library page on the campus Blazernet portal, available 24/7, 365 days a year to ensure resource availability.

Collaborative areas and classrooms- have been designed and remodeled spaces to promote student interaction, discussion, and collaboration on the Main Campus and at the SEC.

Student Activity Center includes a 1,800-seat gymnasium, a fitness room, and locker rooms. The site also includes a baseball field and softball field, a soccer field, and additional parking. The addition of a new athletic website enhances the communication between students, the community, and the College.

### **3.S - Criterion 3 - Summary**

---

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

#### **Summary**

---

The College offers a vast array of educational offerings appropriate to its mission and the district it serves. The College strives to provide the highest quality educational offerings through a variety of means including the regular use of advisory committees; a faculty-driven student learning assessment process; use of a master syllabus; and a highly qualified faculty and staff. The College also ensures that this quality is maintained at all course locations and through all course delivery methods through consistent use and application of these quality measures. The College is dedicated and committed to the continuous improvement process.

## **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 ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
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 ensure 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 ensures 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 ensures that the credentials 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.

### **Argument**

---

#### **4.A.1.**

The College evaluates its degree programs and transfer disciplines to ensure all courses and programs remain relevant for students. The college-wide process is coordinated by the Illinois Community College Board (ICCB) through the five-year program review process required by the Illinois Public Community College Act. The ICCB Program Review Manual 2022 - 2026 provides guidelines and describes reporting methods for review of instructional programs and services. Programs and academic disciplines are reviewed by Department Chairs, faculty, instructional administration, and staff on a five-year cycle. The College has developed and implemented an annual institutional program review to strengthen the continuous improvement process. Also, select programs have additional required accreditation program reviews such as the Surgical Technology Program Annual Review.



The ICCB five-year program review internal process is coordinated by the Dean of Business Services and Institutional Effectiveness who communicates which programs and disciplines will be reviewed and provides a timeline for completion by the State's September 1st deadline. The Program Review Manual outlines the process and expectations for the comprehensive review. The report includes career and technical programs, academic disciplines, student and academic support services, and cross-disciplinary instruction.

Academic disciplines are evaluated by need, cost-effectiveness, and quality indicators. Performance and equity data are provided by the Office of Institutional Effectiveness and analyzed by instructional administration and faculty. The course-level success rate comparison is reviewed to inform curricula decisions. Academic Course Discipline Review Results include intended action steps, rationale, and resources needed. Several improvements were documented in the Social/Behavioral Sciences review including curriculum updates, modality changes, and working with the Office of Marketing and Public Relations in the future to increase enrollment in History courses.

For CTE programs, additional information is required for need, cost-effectiveness, and quality. At the conclusion of each review, a section to list improvements and findings is included along with the program action. The recommended improvements are incorporated into the College's strategic planning and budgeting process, if required, to make improvements. (See 5.C.2) In the FY21 program review, it was noted in Early Childhood education that one benefit to students would be offering more hybrid classes because of student work schedules. Also, the curriculum was updated to better align with 4-year institutions. Program Reviews are posted on the website for transparency and easy access with the FY21 Program Review Final Report as the most recent available.

In January of 2020, an annual review process was developed which includes academic discipline, career and technical education, and non-academic area templates that are shorter but aligned with the ICCB five-year program review templates. To begin implementation, a workshop was held in 2020 for faculty, in collaboration with instructional leadership, to discuss and analyze data that informs the departmental review and decisions which were documented in the annual review report. Annual reviews are also conducted by other college areas.

In addition, a program-level data annual report is used to review CTE Programs which provides data about student enrollment, demographics, completion, success rates, and department cost.

#### **4.A.2.**

The Catalog and Student Handbook articulates credit acceptance or credit for previous education. In addition to credits awarded through completion of credit-bearing courses, the College provides students with prior academic and work experiences, the opportunity to attain course credit per Board Policy 426 and Administrative Procedure 426.1. Credit for Prior Learning (CPL) awarding is in alignment with the ICCB administrative rules (pg. 38 - 41) and HLC Assumed Practices.

Credit for Prior Learning via military training credit is evaluated using the student's Separation from Military Service or ACE Joint Services Transcript to award credit. Also utilized is the American Council of Education's (ACE) Guide in the evaluation of educational experiences to award credit. As other forms of documentation are submitted for consideration of credit awarding, the College follows the policy above. The maximum credit allowed for previous experience is also defined. Guidance for students can also be found on the JWCC Credit for Prior Learning web page.

In addition, College credit may be awarded when the appropriate scores are met by examination on a variety of standardized tests such as College Level Examination Program (CLEP), Defense Activity for Non-traditional Education Support Program (DANTES), Advanced Placement, as well as Proficiency examinations by department, industry-recognized credentials, and portfolio examination. The College maintains CLEP and AP test scores and has determined scoring standards for credit to be awarded.

As official college transcripts from post-secondary institutions are received by the College, via mail, Parchment, which is digital software that allows students to seamlessly submit transcripts electronically, or the Clearinghouse, each is reviewed and evaluated by a member of the Registrar's staff. While all transcripts are required for admission to the College, only transcripts from regionally accredited institutions are evaluated based on the student's declared credential and applicable credit awarded. A form is available on the website to streamline communication between the applicant and the College. The College provides information in our College Catalog and Student Handbook for communication, transparency, and easy access. Guidelines are outlined for coursework accepted as transfer credit.

The College participates in the Illinois Articulation Initiative (IAI), an Illinois statewide general education course articulation mandate, with iTransfer as the state's primary information system. Whether or not a course is an IAI course impacts the review of Illinois credits when reviewing an applicant's coursework. Once transcript(s) and document review are completed, accepted transfer work is processed through the Banner ERP system which is an integrated student information system. Students are then notified of credit awarded through the student email account which includes a Transfer Credit Form documenting approved courses and the College equivalency. Students are able to review information through their Student On-Line Access to Records (SOLAR) account.

For international credit to be accepted, transcripts are evaluated by a third party.

Articulated credit, credit for coursework that was completed at the high school level and articulates to College course(s), is also used to award credit. Additional requirements must be met at the college level before credit will be posted to the student's transcripts.

#### **4.A.3.**

Board Policy 402 and the Administrative Procedure 402.1 establishes overall guidelines for admission for all students qualified to complete any one of its programs. The College has established a basis on which to admit students seeking admission to the College from post-

secondary institutions in Board Policy 403. In Administrative Procedure 403.1, guidelines on how the College evaluates all credit it accepts in transfer from other institutions is outlined. Board Policy 404 and Administrative Procedure 404.1 provide guidelines for international student admittance and transcript review.

The overall grade point average of a transfer applicant is reviewed and determines academic standing when starting at the College and potentially impacting when they may take classes. The Office of the Dean of Student Services and Enrollment Management notifies students of the standing and expectations moving forward.

As stated in 4.A.2., the College has defined policy and procedures for awarding credit for prior learning.

#### **4.A.4.**

The Faculty Senate Curriculum Committee, which is a subcommittee of the Faculty Senate, provides oversight and approves all courses/certificates/degree additions, modifications, and deletions. The Curriculum Approval Protocol form is used to make sure all required revision processes are followed and approval signatures are provided. The faculty has the primary responsibility for course rigor, prerequisites, and syllabi. The committee meets monthly and once approval is given, the recommendation is forwarded per the curriculum process. Refer to 3.A.1 for additional information.

At the course level, syllabi are created by the faculty using the Master Syllabus Template. The template identifies components of the syllabus that are required and components that are required but may vary from instructor to instructor. Faculty are required to review their syllabi, complete the Syllabus Checklist, and send both documents to the Department Chair. The chair reviews syllabi to ensure information meets the requirements, signs, and dates the Syllabi Checklist. Also, all submitted syllabus addendums, a separate document faculty provide to students with course/instructor-specific information, guidelines, and policies which must align with College policies, are uploaded if needed for future reference.

The College delivers quality courses and programs through dual credit offerings for high school students. The College complies with ICCB Administrative Rule 1501.313, accreditation guidelines, and the Illinois Dual Credit Quality Act.

The Dual Credit Quality Act of Illinois outlines the requirements:

- Each dual credit syllabus follows the format of the Master Syllabus. Course objectives, content and requirements align with courses on campus and online courses. Beginning Fall 2022, all dual credit instructors are required to submit their syllabi to the Manager of Concurrent Enrollment for review and approval by the respective Department Chair.
- Instructors teaching College dual credit courses must meet all credentialing requirements per 110 ILCS 27/20. A review and verification of credentials is conducted by College academic leadership.

- The College secures a Memorandum of Understanding (MOU) signed by the President and a regional high school district representative for each district offering our courses as dual credit.

The Manager of Concurrent Enrollment, in collaboration with faculty and academic deans, offers an annual Dual Credit Summit for dual credit high school instructors. Discipline faculty meet and discuss with high school instructor partners pedagogy, resources, syllabi, instructional procedures, and academic standards for alignment. The Smart Start Instructor handbook is another valuable resource.

The College has revised the previous General Education Goals, now called our Institutional Goals, and will require dual credit instructors to participate in this assessment initiative beginning spring 2023 to ensure maintenance of course quality and rigor at a college level.

In addition to the dual credit instructors, the College ensures all faculty, full-time and part-time, are qualified per ICCB guidelines and HLC assumed practices criteria. The review of faculty credentials is the responsibility of the instructional leadership. See 3.C.3.

The College provides learning resources including tutoring, online tutoring, Library Services, and Student Support Services tutoring to all students including dual credit. The Dean of Arts and Sciences, in collaboration with a tutor supervisor, oversees the College's tutoring program. For a more comprehensive list of services please refer to 3.D.1. and 3.D.2.

Library resources are available to all students. The Director of Learning Resources selects material in collaboration with faculty as the faculty play an integral role in determining and maintaining the quality and appropriateness of the Library's resources. In addition to soliciting input and suggestions from faculty in committee meetings, such as the Faculty Senate Professional Development Committee, and through personal interactions, there is a Purchase Recommendation Form on the Library's web page under Faculty Services.

#### **4.A.5.**

The College maintains specialized accreditation or certification for select programs and offerings.

In the Health Sciences field, the Associate Degree in Nursing Program was granted pre-accreditation status by the National League for Nursing Commission for Nursing Education Accreditation. The program is preparing a self-study report to demonstrate the extent to which the program meets the NLN Standards and Criteria. The LPN and ADN Nursing Programs are approved education programs by the Illinois Department of Public Regulations.

The College's surgical technology program is accredited by the American College of Surgeons and the Association of Surgical Technologists (ARC/STSA) in collaboration with the Commission on Accreditation of Allied Health Education Programs (CAAHP). This program submits an annual review to ensure evaluation by qualified that fosters ongoing self-examination and continuous improvement.

EMT - ParaMedicine program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Profession (CoAEMSP).

Fire Science Program is certified by the Office of the Illinois State Fire Marshal to prepare students in the following areas: Basic Operations Firefighter, Advanced Technician Firefighter, Hazardous Materials Awareness, Hazardous Materials Operations and Technician, Rope Rescue Operations, Confined Space Operations, Vehicle, Machinery Operations and Technician, Fire Apparatus Engineer, and Instructor 1 and 2.

Early Childhood Education is an Illinois Gateways Entitled program through the Gateways to Opportunity Network.

#### **4.A.6.**

The College works to ensure that its programs are preparing students for graduation, employment, or transfer, and successfully achieving their educational goals. Each year, the number one goal in the College's strategic plan is "Student Success". The College uses several reports to review and track student success which include program review, transfer report, persistence report (formerly known as the retention report), and the program data report.

The Office of Institutional Effectiveness creates the annual report on transfer student success – the Transfer Report. The report tracks students at the College who are enrolled in one of the College's programs intended to prepare students for transfer to a four-year institution (i.e., AA, AS, AFA, AGS degrees). The report utilizes the National Student Clearinghouse database to track if students have transferred to another institution and to which institutions they have transferred.

The Transfer Report tracks two specific cohorts of students each year to obtain what is reported as the Transfer-Transfer and Completer-Transfer rates. The Transfer-Transfer rate is the percentage of students enrolled in a transfer program at the College (excluding the summer term) who enrolled in the following year at a four-year institution. The Completer-Transfer rate is the percentage of transfer degree completers at the College within a given year who transferred to a four-year institution in the following year.

A Campus Climate survey was administered with 93.7% of students responding that the College provides appropriate instruction to prepare them for transfer or entering the workforce.

Using the IPEDS definition, the College tracks the completion rate to gauge student progress in credential completion. For specialized programs pass rates are tracked, such as NCLEX and other licensure and certifications, and serve as data to inform programmatic decisions. One example is Surgical Technology, which implemented a board review opportunity for students to increase the success rate for the following academic year 2021-2022.

## 4.B - Core Component 4.B

---

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

### Argument

---

#### 4.B.1.

The College recognizes that assessment processes for student learning in curricular and co-curricular requires continued focus and commitment; our process and progress is explained below.

In the Fall 2017, after submitting the HLC four-year assurance argument, the College received notification that Core Component 4.B. was met with concerns, requiring a monitoring report due by December 1, 2019. The monitoring report was to include:

1. All course and program learning goals and outcomes, the measures used to assess these goals and sample improvements of implemented change.
2. A formalized process identifying, setting, and assessing learning goals and outcomes for co-curricular programs. See detail in embedded co-curricular report.

During the fall of 2017, the Senate Committee of Academic Assessment (SCAA) discussed steps and established a critical timeline necessary to address the concerns. One strategy was offering Professional Development Workshops during the academic years 2017 - 2019. Workshops focused on assessment forms, mapping of General Education Goals (GE) with program goals, and course improvements based on assessment data.

Acknowledging progress was still needed in the curricula area, and with co-curricular assessment just in the beginning stages, additional focus was necessary. In the Spring of 2019, the College decided to submit an application to the HLC Assessment Academy for guidance in improving our assessment processes and assistance in determining how to incorporate the co-curricular programs into our assessment plan. In the Fall of 2019, the College was accepted into the Higher Learning Assessment Academy and is participating in the academy which will also fulfill the Open Pathway Quality Initiative requirement.

In October 2019, the College sent five members, three faculty and two administrators, to the initial HLC Assessment Academy Roundtable where the team drafted our project with the overall goal of making the assessment process clear, consistent across the institution, and less labor-intensive. During this meeting, the team determined that the 2016 approved General Education Goals (GE) were discipline-specific, and would not align with assessing co-curricular programs, impacting the proposed institution-wide assessment plan. The GEs were used as a starting point to draft the Institutional Goals (IG) during the Academy. To continue the Academy Project work, a standing Student Learning Committee (SLC) was formed the following spring semester with representation from the Senate Committee on Academic Assessment (SCAA), administration, and student services.

At the end of the Fall 2019 semester, the required monitoring report was submitted. HLC responded by stating "the institution has made discernible progress with regard to the assessment of student learning, particularly in academic areas". An embedded co-curricular report was requested for this Argument submission. (See mandatory embedded report below)

During Spring 2020, the College transitioned to remote learning due to the pandemic, impacting our SLC progress. However, our team did continue to meet virtually through the spring and summer of 2020 semesters, drafting 5 Institutional Goal (IG) rubrics with definitions, objectives, and outcomes which are: Communication, Critical Reasoning, Diversity, Equity, and Inclusion, Essential Skills, and Information Literacy. The IG, what we call our general education curriculum goals, are core skills the College believes all students should acquire to be successful in life.

In Fall 2020, a Microsoft Teams Assessment Site was developed to share information with faculty and to provide an easily accessible location for assessment documents, videos, and meeting notes.

In the Spring of 2021, a February Brown Bag was held to communicate our assessment academy pilot project. It was also determined that Canvas could be used to gather our IG data, and was piloted in Spring 2021. IG Rubrics were added to Canvas. A member of the Academy team tested Canvas to ensure that data could be retrieved, to gain expertise in Canvas to share with staff and faculty, and to create the data reporting system.

As our Institutional Goals process continued to be developed, the College determined it would be beneficial to discontinue the existing assessment process in Fall of 2021, due to known challenges, and needing to make the transition to our Institutional Goals. In addition, the focus shifted to student learning, instead of using assessment terminology. The SLC and SCAA agreed to change "Assessment Day" to "Student Learning Day" (Fall 2021), continuing to focus on student learning.

In Fall 2021, after attending the August workshop faculty added one Institutional Goal outcome to each Canvas course. On December 14, 2021, a Student Learning Day was held. Institutional Goal data was shared and course mapping to IGs was discussed. Faculty who teach General Education Core Curriculum courses (GECC) mapped one course to be used for assessment in

Spring 2022. CTE Faculty mapped one course to their CTE Program Goal and IG. Faculty then added those IGs to their courses in Canvas so the data could be collected in the spring.

In Spring 2022, the SLC met with our mentor to discuss our data. The group decided to determine what questions we wanted our data to answer and ensure the data collected would answer those questions. Actionable data is key in developing an effective assessment process. For Fall 2022, data collection will continue to establish a baseline to inform establishing meaningful goals and measurable changes.

The presentation at our Spring 2022 Student Learning Day was "All About the Data" where we covered examples of ineffective charts to illustrate why we needed to ask clear questions about the data. Next, faculty separated into groups led by their SCAA liaisons. The groups brainstormed questions our data could answer that would make the assessment process meaningful for them. Feedback was offered on how the new IG assessment project was progressing and recommended changes. The results of each group were submitted to the Assessment Teams Site. The information will be compiled and presented to the faculty in December 2022.

The academic year 2022- 2023 is the final year of our Academy participation. Our project will continue as follows:

Fall 2022 - revise curriculum maps using IG instead of previous GE goals. CTE program goals, which were previously mapped to GE, will be updated to map to the IGs. Faculty will assess IGs to increase baseline data. Results from the Spring 2022 assessment will be shared at the Fall Student Learning Day. The SCAA will offer professional development opportunities and resources to assist faculty and staff in creating measurable course and program objectives.

Spring 2023 - assess Institutional Goals, using the data results to inform which IG to choose for an institutional action plan. Canvas will continue to be used with instructors receiving a report showing the IG for the College, program goal results (if applicable), and IG outcomes/objectives at the course level. Review of data each following semester will determine if action plan implementation is impacting student success. Further timelines and tasks will be determined, depending on data and stakeholders' feedback.

Fall 2023 - attend the Academy Results Forum to share lessons learned, successes, and challenges. A plan will be written for sustaining the process of assessment with the goal of improving student learning by building on the progress made in the Academy.

### **Embedded Monitoring Report - Co-curricular assessment**

Following the HLC interim report in 2020, it was noted that a more systematic, data-driven approach to co-curricular student learning and assessment was necessary. A concerted effort by the Student Services team began in January 2020 to develop a co-curricular assessment plan that included periodic updates to faculty and a Student Services Co-Curricular Learning Day in February 2022.



To unite the assessment effort between curricular and co-curricular assessment, the Dean of Student Services and Enrollment Management now serves as co-chair of Student Learning Committee, and the Director of Support Services has been added as a member of the Student Learning Committee. Both were actively involved in creating the Institutional Goals, objectives, and outcomes with the Vice President for Instruction and faculty members to ensure a cohesive approach to the assessment of student learning in and out of the classroom.

Today, co-curricular assessment is led by Student Services team members.

The College uses HLC's co-curricular definition "Co-curricular learning occurs in those areas that complement classroom instruction and the mission of the College."

The areas identified for co-curricular assessment are as follows: Student Government Association Officers, TRiO programming, Canvas understanding, Registration - Academic and Career Planning, and Student Athletes.

As recommended in the January 2020 Staff Analysis Report, the following have been addressed:

1. Specific co-curricular learning outcomes and areas identified;
2. Means by which these outcomes will be assessed and how the resulting data will be employed to improve student learning.

The first area/unit identified for co-curricular assessment was the Student Government Association (SGA) Officers. These five students lead the student body and set the tone for co-curricular events both by example and through the programming they provide.

The Coordinator of Student Life observed some growth opportunities for student leaders in the areas of accountability, preparation for successful events, and listening and understanding the value of diversity and perspectives different than one's own. The Coordinator of Student Life identified outcomes to improve understanding and performance in these identified areas.

This began as a pilot in the Spring of 2021 with an aggressive timeline.

Assessments included a template with questions and standard definitions to determine if students met (3), partially met (2), or did not meet (1) standards. Data collected was aggregated and averaged by the identified outcomes. Data showed that the lowest rating was in Essential Skills 1.2, so that became the focus of the 2021-22 Academic Year with a new mix of SGA officers.

Based on the Spring 2021 pilot results, the Coordinator of Student Life's plan to use the data after the pilot included emphasizing expectations for how to properly set up, promote, and operate student life events in the following academic year (2021-2022) with the new SGA officer team.

After each week's events, areas were identified that may have been missed given the expectations. Progress was monitored using the pilot's assessment template on this timeline.

Data collected was aggregated and averaged by the same identified outcomes. Data showed that taking initiative and ownership of events remained an area that both the Spring 2021 SGA Officer pilot group and the 2021-2022 SGA Officer group can improve, so the plan to use the data going forward is to focus on Essential Skills 1.2 for the 2022-23 SGA Officer team.

A standard of expectation for SGA Officers has been established and is part of their team building and orientation each summer. These expectations are discussed by the team and are planned to be reinforced throughout the year to underline the need to improve initiative and ownership of events and activities. In addition to setting expectations of SGA Officers, this assessment may expand to more student leaders in the future, potentially including six Presidential Scholars.

The second co-curricular assessment area identified was TRiO programming. All TRiO events for the Fall 2021 semester were selected for an assessment pilot. All 175 students were invited to the events. Topics ranged from Financial Literacy, to Adult Skills such as self-advocacy, cooking, and mental health, to scholarships and other post-secondary related items.

All events have a planned outcome, determined by TRiO objectives, required and permissible services, and allowable costs as outlined by the federal government. These outcomes are related to GPA, progression, graduation, and transfer. Staff identified those JWCC Student Learning Outcomes similar in nature to the outcomes outlined by TRiO legislation and regulation.

All responses were qualitative and narrative based on assignments such as this assessment example used regarding financial literacy.

Students' responses were collected on paper surveys, but not collected in a way to compare Fall 2021 workshops with Spring 2022 workshops. Staff discussed the data collected and subjectively determined the following:

1. Students are very good at communicating their needs, but not knowing what to do to fulfill those needs, so students must learn better advocacy skills.
2. Information literacy related to the FAFSA workshop had an average score of 1. Specifically, students needed to learn what documents are necessary for the FAFSA and who to talk to when they have questions.

In the Spring of 2022, TRiO's plan to use the pilot data focused on six lunch and learn sessions instead of assessing all events.

Students' learning was assessed based on identified learning outcomes pertinent to each session.

Data collected was aggregated and averaged by the selected student learning outcomes.

Upon reviewing the data, the lowest score was in Critical Reasoning 2.1 in the Success Resources lunch and learn session. Based on the score and review of the session, it was determined that students can find evidence to support their ideas about college success topics but are not able to synthesize that information and apply it to their specific circumstances.

Going forward, the plan to use the data within lunch and learn programming will involve having students learn how to apply abstract skills into their daily lives. To accomplish this, Fall 2022 and Spring 2023 lunch and learns will be assessed using two different Identified Student Learning Outcomes.

In this way, the evaluation will be whether students can identify appropriate information. The content of the lunch and learns will work to make this abstract information relevant to the students' lives.

Additionally, to contribute to cohesive data collection in co-curricular and classroom learning, lunch and learn assessments will be integrated as assignments and rubrics into Canvas.

The third area for co-curricular assessment was students' understanding of Canvas, the College's Learning Management System. After anecdotal faculty input regarding the need for new students to have better understanding of Canvas navigation and use, workshops were implemented into all Fall 2021 new student orientations. Data was not collected after the Fall 2021 workshops, but 170 students received Canvas instruction compared to Fall 2020 when the Canvas workshops were a voluntary option at Fall and Spring orientations.

In the Spring of 2022, all new students who attended orientation received instruction on the use of Canvas during a workshop and given a quiz assessment used for essential skills identified learning outcome. In week one of Spring 2022, all new students took the same quiz a First Year Experience (FYE) course. While a different and larger group took the quiz in FYE week one, data collected showed increased knowledge. The biggest opportunity to increase students' learning is during the orientation workshop.

The plan to use the data to improve student learning in the orientation workshop, 40 minutes reviewing Canvas instead of 20 minutes to improve initial learning. Additionally, the same assignment and rubric will be used in Fall 2022 and Spring 2023 FYE courses to get data to inform strategies to improve learning of Canvas going forward.

The fourth area identified for co-curricular assessment was students' understanding of the registration process, an assignment assessment using Essential Skills identified outcomes took place in week eight of Fall 2021 and Spring 2022 FYE courses. Faculty graded the answers subjectively to determine if students' responses met or did not meet the outcomes.

Data collected showed more than 70% of students met the outcomes in Fall 2021 FYE courses as determined by faculty. All (100%) of students in Spring 2022 FYE courses were assessed as meeting the outcome by faculty.

Even with these positive results, more work needs to be done to truly assess student learning in relation to registration and academic/career planning. The assignment used focused more on assessing the "process" of registration rather than students knowing steps to take to plan courses and a career path.

The plan to use the data going forward, is to make the following changes to the assignment as data continues to be collected and reviewed in week 8 of FYE courses.

1. Faculty should continue the conversation about the definitions of meets, partially meets, and does not meet to make the assessment more consistent across courses.
2. Advising and retention staff will improve ongoing communication with students in-between registration times to help students learn more about transfer and career planning and take ownership of the process.
3. A “Find Your Path Week” will occur in the Fall and Spring to promote awareness of steps to take to plan to transfer or seek a career path.

The fifth area identified for co-curricular assessment was student athlete's understanding of diverse perspectives and teamwork using the identified Student Learning Outcome involving Diversity and Inclusion.

At the end of Fall 2021 sport seasons (volleyball, men's and women's soccer), players assessed their respective teams as part of the annual evaluation and used the assessment of a survey question. It was determined that Fall teams do not have the opportunity to know one another or fully understand their responsibilities within the College and greater community enough to do a pre-survey in relation to the Diversity and Inclusion outcome selected.

Winter and Spring sports (men's and women's basketball, baseball, and softball) answered the same assessment questions for both pre and post-survey assessments.

Data collected was aggregated and averaged for fall, winter, and spring sports showing pre and post-survey results. The College used the data to reflect on team culture. The plan after reviewing the data was that the chosen learning outcome was not the best fit and the questions posed in the assessment were too literal and not applicable to student athletes' learning.

Going forward into 2022-23, the Department of Athletics will focus on having student-athletes learn what it means to be a ‘good teammate’ using Essential Skills Student Learning Outcomes that coaches and players will assess at the conclusion of pre-competition (pre-season) and after post-season.

The goal is to help students learn the following:

1. Accountability: Importance of satisfactory academic progress, especially class attendance and prompt completion of assignments.
2. Integrity: Importance of positivity, focus on team success, and individual sacrifices necessary to achieve that success.

These concepts were introduced during the annual student-athlete orientation in August 2022. All students were given a card as a reminder in addition to coaches reinforcing accountability and integrity as components of being a good teammate throughout the year.

After pre-season is complete for Fall sports in mid-August, all student-athletes will have a Canvas shell with a survey embedded, which will be the assessment used to rate themselves on Essential Skills 1.1 and 2.1. Coaches will likewise rate players using established definitions. Aggregate data by the team will be reviewed by coaches. Coaches will share the data with their respective teams and identify strategies to improve and review post-competition data.

In summary, co-curricular assessment at the College has expanded and evolved since the request for this embedded monitoring report. As the process continues and more data is collected, the College expects to refine its methods to assess student learning outside of the classroom and welcome any recommendations from our peer review team.

#### **4.B.2.**

Before attending the HLC Assessment Academy in Fall 2019, the GE assessment was conducted as outlined in our monitoring report. Faculty chose an objective and an artifact to be used for their assessment, using the data results to inform curricular decisions which were documented on the assessment 4-column implementation form.

College faculty and staff acknowledge that "closing the loop" is critical to improving student learning. Curricular and co-curricular areas continue to refine our assessment process which includes collecting data, analyzing the data, and making data-driven decisions. The cycle then begins again to gauge if changes made have positively impacted student learning which is the critical step in the process.

From 2019 to 2021, while the Academy Project was being developed, program assessment analyses continued in the Spring and Fall semesters on "Assessment Day". After some departments analyzed data results, an acceptable level of student learning was validated, resulting in continuing with no changes in the courses SOC, OFT, and TRK. Other data analyses guided the implementation of changes such as creating video lectures to supplement instruction, developing a lab component, and providing opportunities to critically determine between non-credible and credible scientific sources.

Academic discipline (program) faculty are committed to continuous improvement through analyzing student success for program goals. For example, the Math Department, seeing the success rate lower than deemed acceptable, added topics and videos to the MAT 020 course content in an effort to increase student success. The effect of these changes continues to be monitored. The psychology faculty determined added content on behavior patterns and classroom management was needed after reviewing data results.

In the Fall of 2019 and again in the Spring of 2020, the Agriculture Department found students were not meeting expectations for two program outcomes. The instructor decided to allow more time and provide more examples for students to help them achieve a higher competency level. For Industrial Technology, students were not achieving at the state or national level in one area, requiring more practice and content to be added to meet standard. The Business and Computer Science Department found that while students met the computer-related productivity tools program goal, supplemental instruction would be beneficial for students when working

with tables. Fire Science added a demonstration that increased student success in reacting to Hazardous Materials Incidents for Technical Rescue Incidents.

For Career and Technical Education areas, program goals, along with the program of study sequences are assessed and reviewed. In the Graphic Design AAS degree, based on assessment findings, CSC 248 Computerized Illustration was moved from the third semester to the first to provide students the opportunity to gain the skills necessary to be successful in Graphic Design 1. The effectiveness of this change will be measured in the Spring of 2024. (See 3.A.1)

In addition to using student assessment results to improve programs, CTE programs use input from advisory councils to assess programs. The Agriculture Program conducted an annual program review in the spring of 2022. The advisory council shared the need for environmental and conservation practices in agriculture to be embedded in the curriculum so students gain knowledge and awareness about practices. Based on this recommendation, the Agriculture Department decided to create a Conservation Management Certificate that will stack into the degree program.

The Manufacturing and Industrial Maintenance advisory council identified a need for individuals with Programmable Logic Controllers (PLC) knowledge to be better prepared to enter the workforce. An Automation and Robotics Technician Certificate was developed to address this need and was approved by ICCB in early 2020.

Other data reports reviewed include the Annual CTE Program Report that is generated by the Office of Institutional Effectiveness. This report contains program and departmental level data. For the ICCB program reviews, five-year trend data is sent to programs to analyze, informing curricula and program decisions. Also, data is reviewed from Illinois WorkNet and ONet to determine job opportunities for our graduates which informs the College of the viability of continuing programs to best serve students.

Health Sciences programs use external assessment tools to ensure the quality of their programs. For example, the Nursing Program NCLEX pass rates were below the state requirement mandating a remediation plan to address the success rate. After plan implementation, the NCLEX pass rate increased to 87% in 2020 and 93% in 2021. The Surgical Technology program had a similar challenge with declining pass rates, resulting in a plan being developed and implemented, resulting in a pass rate increase.

To ensure our students are gaining the industry-needed skill sets through our programs, licensure and certification pass rates are reviewed. In CTE programs, many credentials are embedded in the curriculum to inform decisions on whether our students are acquiring those skills necessary to be successful in the workforce. Manufacturing program students are assessed through the Manufacturing Skill Standards Council (MSSC).

In Spring 2021, the Department Chair of Business and Computer Science brought forward the program of study and curriculum updates for the Web Design Certificate, which were significant, including a name change to User Experience Design Certificate to align better with the curriculum content, to be consistent with offerings from other colleges, and to streamline student

transfer to our four-year partner institutions. Through the curriculum committee, irrelevant courses were eliminated and courses were added with relevant industry content to prepare students for the changing workforce needs.

An additional co-curricular example of using data, beyond what is documented in the embedded report, is through the Library assessment project. The Library module in FYE 101 includes content about plagiarism, information literacy, and the Library. The results from each quiz, along with overall class success results, are shared with Library staff who evaluate student performance to determine what content should be revised to increase student success.

#### **4.B.3.**

The College continues to refine the processes and methodologies by which student learning is assessed and modified to reflect good practice, striving to increase faculty and staff participation. Data methodologies have been a key focus of our HLC Assessment Academy project. Data challenges became apparent at the initial meeting. The former process focused on course-level assessment during a five-year cycle, and while this led to faculty discussions and course changes, the changes wouldn't be measured again for years impacting process effectiveness.

The Faculty Senate Assessment Committee in collaboration with the Student Learning Committee continues to provide oversight for campus-wide assessments. The committees meet every month during the academic year and provide updates to the Faculty Senate every first Friday of the month. For Institutional Goals (General Education goal equivalent), assessment data will be collected in the Fall and Spring semesters with reports generated at the end of each semester. A Student Learning Day, for faculty and staff, will be held to communicate project progress, analyze what data is available and determine the next steps to impact student learning. Communication College-wide will be implemented during the College-wide meetings, held during each semester by the President.

Assessment documents, reports, forms, and meeting minutes are kept in Microsoft Teams and all faculty members have access to this information. Assessment documents are also found on the shared drive to maintain and track yearly faculty submissions. The College will expand to include co-curricular documents to maintain a College-wide assessment folder for the Institutional Goals.

For institutional level assessment, at this time in one year and with 85% participation of full-time faculty, assessment data has been collected for Communication, Critical Reasoning, Diversity, Equity, and Inclusion, Essential Skills, and Information Literacy. By collecting data for all Institutional Goals every semester, trend data will be available to make decisions, impacting and gauging continuous improvement.

For CTE programs, faculty will use the completed curriculum maps to determine program outcomes to assess which align with the IG's. Additional data reports are used to provide a more comprehensive programmatic yearly review. The faculty will determine if funding is needed for

the improvements and revisions and will submit a request to the appropriate academic dean to be considered during the budget process which begins in early Spring.

For course-level assessment, faculty members will continue to collect data through Canvas and discuss results during department meetings. The Annual Program Review, completed early spring semester, will continue which provides the opportunity to discuss and review course-level student success data, also informing curricular decisions.

Co-curricular will continue to review data results during the meetings with Student Services Directors prior to attending Student Learning Days. Combining and mapping co-curricular with curricular, and using all IG data results is the next important step in defining the process.

In the Spring of 2023, the College will choose its first IG focus determined by the collected data and College-wide input. The group, led by the SCAA and SLC, will create an action plan and execute the plan in the Fall of 2023.

The institutional processes guided by our developing methodology will provide a quality continuous improvement plan. After collecting and analyzing assessment data, decisions will be made to determine whether and what changes are implemented. The college will then "close the loop" by analyzing the results the following semester after the changes were made to ensure the change was effective.



## 4.C - Core Component 4.C

---

The institution pursues educational improvement through goals and strategies that improve 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, 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

---

#### 4.C.1.

The College has set clear goals and emphasized the importance of student retention, persistence, and completion. The importance of these items can be seen through inclusion in the College's mission and planning documents which include the Strategic Master Plan and the associated long-term planning documents such as the Enrollment Management Plan and Program Review.

The College previously utilized a set of Key Performance Indicators (KPIs) associated with each of its strategic goals. However, while the KPIs were clearly defined and data was collected, there were no specific goals or targets associated with them. The lack of such goals or targets did not allow the College to assess whether or not it was successful or making satisfactory progress. Since that time, the College's Strategic Planning and Budgeting Committee, along with input from Leadership Council, the Board, and Administration, undertook an extensive review and update of these KPIs. (Strategic Master Plan FY2022)

One of the first changes made to the College's KPIs was to move away from KPIs associated with Strategic Goals and instead have a consolidated list of institutional KPIs tied directly to the Mission. This new set of institutional KPIs is comprised of the core metrics that are at the heart of the College's mission.

After the institutional KPIs were identified, the next steps included clarifying the definitions for each measure, collecting and reviewing data, and setting clear targets or goals for each. As can be seen from reviewing the KPIs, the definitions were drawn from either well-established

methodologies (e.g., IPEDS) or in some cases based on College-specific needs. The institutional KPIs along with their definitions are shown below:

1. Completion Rate: First-time, full-time, degree/certificate-seeking students who complete their program within 150% of normal time (IPEDS definition).
2. Total Credentials Awarded: Total number of credit-bearing credentials awarded during the fiscal year.
3. Total Credit Hours: Total billed credit hours for the fiscal year.
4. Persistence Rate: Percent of degree/certificate-seeking students enrolled in the Fall term that did not transfer out or complete their program and are still enrolled in the subsequent Spring term.
5. Full-Time Retention Rate: First-time, full-time, degree/certificate-seeking students enrolled in the Fall of the cohort year that were still enrolled the subsequent Fall term (IPEDS definition).
6. Part-Time Retention Rate: First-time, part-time, degree/certificate-seeking students enrolled in the Fall of the cohort year that were still enrolled the subsequent Fall term (IPEDS definition).
7. Fund Balance as Percent of Budgeted Operating Expenses: Operating fund balance as a percent of budgeted operating expenditures.

With the KPIs identified along with their definitions, the next steps involved collecting historical data on each. This data can be seen in the graphs that accompany each KPI and will be used when the KPIs are displayed in the College's planning documents to illustrate progress and trends in each KPI. A peer group of colleges was also identified (IPEDS pre-established group used), and data were collected where available, to allow for comparison. Both the College data and the peer college data that were collected were analyzed and reviewed to help set goals for each KPI. The end result was a target range for each KPI as described below:

1. Completion Rate (pg. 3): With the IPEDS definition being used, peer college comparison data was available to help set the target range. The low end of the range is based on the College's average completion rate for the date range that data was collected one (35%). The upper end of the range was based on the 75<sup>th</sup>-percentile of the peer group (43%).
2. Total Credentials Awarded (pg. 3): The low end of this range is based on awarding a credential at a rate equal to 1% of total credit hours. The upper end of the range is based on awarding a credential at a rate equal to 1.25% of total credit hours.
3. Total Credit Hours (pg. 4): The College has completed credit hour projections for many years. These projections have been used to build the tuition portion of the revenue budget and have been tracked and monitored very closely. Using this same methodology, this credit hour projection makes up the lower end of the target range. For the upper end, beginning in FY2020, the Enrollment Management Team set a more ambitious target for its upper end of the range.
4. Persistence Rate (pg. 4): An internal persistence rate was used for the KPI that has been calculated at the College for several years. However, it does not allow for any comparison to peer colleges. Both the lower and upper ends of the target were based on historical College data and feedback from College personnel with enrollment management-related functions.

5. Full-Time Retention Rate (pg. 5): The IPEDS definition was used for this KPI which allowed for peer college comparisons. The lower end of the target range is based on the 75<sup>th</sup>-percentile of the peer colleges while the upper end was based on the 95<sup>th</sup>-percentile of the peer colleges.
6. Part-Time Retention Rate (pg. 5): Like the Full-Time Retention Rate, the IPEDS definition was also used Part-Time Retention Rate. Peer college comparison data were used with the same percentiles making up the upper and lower ends of the range as with the Full-Time Retention Rate.
7. Fund Balance as Percent of Budgeted Operating Expenditures (pg. 6): The College has tracked and had a target for this KPI for many years, which has been directed by the Board to be 25%. Following a discussion and recommendation with the Board Finance and Audit Committee in July of 2019, the College has set a target range with 25% being the lower limit and 30% the upper limit.
8. Composite Financial Index (pg. 6): This KPI is a metric used by the Higher Learning Commission and thus guidance has been given toward the range which is specified at 3.0 for the lower end and 5.0 for the upper end.

In addition to the institutional KPIs listed in the section above, many of the College planning documents have their own sets of data with associated goals and targets to be tracked and monitored. Of the planning documents used in the College's strategic planning process, the Enrollment Management Plan and the Program Review Plan contain metrics related to retention, persistence, and completion.

The Enrollment Management Plan (EMP) is a rolling, multi-year plan with annual action plans aimed at achieving and maintaining optimal recruitment, retention, and student success. The EMP is divided into six sections: Enrollment Growth, Non-Credit Revenue Generation, Retention, Completion, Placement, and Efficiency. Each of these sections has its own set of metrics with targets in each. These targets set not only the target metric or rate, but also the timeframe in which the College expects to achieve a specified target, and strategies to accomplish it.

The Program Review Plan consists of two parts: a comprehensive five-year review of programs, and a condensed annual review of programs. All areas of the College are included in the program review process including CTE programs, academic disciplines, cross-disciplinary curricula, and student and academic support services. These reviews consist of a comprehensive review of data applicable to the program or department being reviewed, which often entails student success data. Goals and targets for these reviews are often department, program, or course specific. Examples of data collected and used in these reviews include course success data, individual program retention data, individual program completion data, and a variety of student learning outcome assessment measures that are described in our other Interim Monitoring Report.

#### **4.C.2.**

The Office of Institutional Effectiveness (OIE) serves as the primary source for collection and analysis of data related to student retention, persistence, and completion of its programs. All

three of these areas (retention, persistence, and completion) are included in the College's Key Performance Indicators which are used at the highest levels of College for planning and are described in detail in section 4.C.1. above. In addition to these KPIs, these types of data are collected and analyzed in other ways as described below.

The College, like all other Title IV institutions of Higher Education, completes a set of Integrated Postsecondary Education Data System (IPEDS) reports and surveys on an annual basis. These reports cover many aspects of the College from financial and human resources data to student outcomes and many other student-focused areas. The most applicable of these IPEDS surveys to this Core Component are the following: Completions, Fall Enrollment, and Graduation Rates. Much of the information from these reports gets extracted, analyzed, and used in other reports and improvement processes at the College including the College's Key Performance Indicators (described in 4.C.1.), Program Data Reports (described below), and Program Review.

The College produces reports annually that contain a wide array of data, including student retention, persistence, and completion, related to each of its programs. These programs are called Program Data Reports and are completed by the Office of Institutional Effectiveness and then disseminated to the appropriate departments and offices for use in the program review and continuous quality improvement processes.

Program Data Reports are made up of program-level and department-level data. Program-level data include fiscal year headcounts of each individual program within a department, basic demographics of enrollees, and completion and retention measures. The department-level data includes total departmental enrollment information, average class size, course success data, and department cost information. Another good example of a Program Data Report is the FY2020 Business Program Data Report.

Much of the data contained within the Program Data Reports are subsets of other reports that are also made available such as the Persistence Reports, various IPEDS reports, Transfer Reports, and Course Success Reports.

### **4.C.3.**

The types of student data related to retention, persistence, and completion, along with various other data, have been described in sub-components 4.C.1. and 4.C.2. above. This data is reviewed and analyzed at various levels and by various College departments. Much of it is also disaggregated and broken into more granular data for use at individual program and department level where it is more actionable with specific strategies and action plans being developed based on these data. Evidence of this can be seen through its use in long-term planning documents such as the Program Review and Enrollment Management Plan.

The Program Review Plan consists of two parts: a comprehensive five-year review of programs, and a condensed annual review of programs. All areas of the College are included in the program review process including CTE programs, academic disciplines, cross-disciplinary curricula, and student and academic support services. All of these programs/areas go through a

comprehensive program review process once every five years . All of these programs also go through a condensed version of this same process on an annual basis. In both cases, the goal of the review is focused on continuous quality improvement.

Since all areas of the College are covered by program review, a few examples are highlighted below to help demonstrate the process.

In the FY2019 Logistics and Operations Management AAS Program Review it was noted that the Advisory Committee recommended a new textbook for LOM101 and this was implemented in the Spring of 2020. Another example was the FY2019 Welding Certificate Program Review that identified that students lacked soft skills and after some investigation it was concluded that adding the First Year Experience class to the program would reinforce the necessary soft skills required by employers.

The College has identified retention as an issue in many strategic plans and has consistently identified retention-related goals and objectives in the strategic planning process. The College continues to work to improve retention by offering a First Year Experience course since 2011. Improvements are continually made to this curriculum based on faculty and student feedback. Another step taken to improve retention was the move to Starfish in 2017. This software allows faculty to send early alerts as well as KUDO's for students to staff that work to ensure academic and student success. Canvas (Learning Management System) also automatically loads into this system so information on low grades are provided to staff. When first implemented, there were a total of eight full days of labs to help ensure that faculty were trained to use the software. During the first year, there were 58 faculty that created 7,202 alerts for staff to follow-up on with students. In 2021, there were 99 faculty that raised 9,777 alerts. There was a slight drop in Starfish's use during the pandemic. To continue to assist and retain students, Predictive Analytics, which is an upgrade to the Starfish system, was rolled out in the Summer of 2022. This provides a statistical analysis of past student achievements to predict student outcomes.

The Enrollment Management Plan contains a set of goals related to enrollment and retention that are divided into six areas: Programs, Recruitment, Process/Resource Efficiency, Student Experience, Retention, and Completion/Transfer/Placement. Each of these goal areas contain multiple objectives that the College is pursuing over a 1-3 year period.

#### **4.C.4.**

Much of the processes and methodologies for collecting and analyzing data on student retention, persistence, and completion has been described above. The College has identified student retention, persistence, and completion data as important metrics to collect and analyze for decision-making processes in continuous quality improvement and strategic planning at the highest levels of the organization by incorporating them into the College's institutional Key Performance Indicators. The development of these KPIs, their specific definitions, and their targets/benchmarks are all described in 4.C.1. Further information on how these data are collected and methodologies used can be seen in 4.C.2.

## **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**

---

The College has demonstrated a consistent and meaningful commitment to continuous improvement of all educational offerings, learning environments, support services, and other aspects of its operations. This commitment is evident and clearly demonstrated through the College's regular program review, the updates made to the assessment process and how College faculty are devoted to improving student learning, advisory committees and other committee structures, and strategic planning processes.

## **5 - Institutional Effectiveness, Resources and Planning**

---

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

### **5.A - Core Component 5.A**

---

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

### **Argument**

---

#### **5.A.1.**

John Wood Community College engages stakeholders and constituencies at various levels of the organization in shared governance structures. A deeper look at these structures and stakeholders, including the Board of Trustees, administration, faculty, staff, and students, and their role in planning, policies, and procedures are described below.

#### **BOARD OF TRUSTEES**

The College is governed by the Board of Trustees. The Board is informed by the President and administration which is organized into service areas. Departments within those areas work in unison to ensure the College mission is carried out. Administration is advised by employee groups and campus departments. The College relies on advisory councils throughout the District for input and improvements of academic programs. The Board, administration, and representative groups review processes and make changes when necessary for improvement, future planning, and student success.

The Board, with the help from administration and legal counsel, has established the Board Policy Manual to guide the College in its operations. The Board Policy Manual has been revised over time, most recently in 2021/2022 when all policies and administrative procedures were reviewed and updated as needed. All revisions to the Board Policy Manual are reviewed by administration

and legal counsel and approved by the Board at their regularly scheduled meetings. The most recent changes to the Board Policy Manual are scheduled to go to the Board for approval this fall.

Board Policy 104 (p.11) lists the duties of the Board. The Board uses a set of committees along with College administration to govern specific aspects of the College and fulfill their duties. These Committees include the Finance and Audit Committee, Curriculum Committee, and Executive Committee, each of which are described below.

The Finance and Audit Committee meets with the Dean of Business Services and Institutional Effectiveness, Director of Fiscal Services, Administrative Assistant to the Dean of Business Services and Institutional Effectiveness, and the President to review financial issues facing the College. The committee serves as a conduit of information, allowing the Board to be informed of current matters facing the College and to allow administration to be aware of Board concerns and opinions. The committee meets once per month to review the savings and investment opportunities of idle cash and to consider budget development and priorities, and to consider tax rates and tax levies. The intent of the regular meetings is to protect College assets, to understand the College's financial status, to make responsible taxing decisions, and to advise the Board accordingly. Each month the committee reviews the detailed monthly disbursement activity, monthly financial activity reports, and investment activity (February 2022 agenda, February 2022 minutes).

The Curriculum Committee meets with the Vice President of Instruction and the President to review proposed changes to programs and courses and makes recommendations to the Board. The committee meets once per month before the regularly scheduled meeting of the Board to review all recommendations for curriculum changes, revisions, additions, or deletions as well as other instructional or curricular issues that may arise. The committee then reports its findings at the regular meeting of the Board and makes recommendations for actions to be taken dealing with curriculum (February 2022 agenda, February 2022 minutes).

The Executive Committee meets with the President and the Executive Assistant to the President to review issues, policies, and procedures affecting the entire College. This committee makes recommendations for Board action as well as assigns tasks to the attention of the Curriculum and Finance and Audit Committees as appropriate (February 2022 agenda, February 2022 minutes).

The role of the Board in planning can also be seen visually through the College's Strategic Planning Model. In this model, the Board is responsible for setting and reviewing the Mission, Vision, and Core Values of the College, along with working with administration in the setting and reviewing of Strategic Goals and Key Performance Indicators. The Board utilizes half-day to day-long retreats twice per year to dedicate time to these strategic planning processes (Board Spring Retreat Agenda, Board Fall Retreat Agenda).

## **ADMINISTRATION**

The College administration is responsible for the day-to-day operations of the College. The President's Cabinet is composed of the Vice President of Instruction; Dean of Records,



Registrar, and Financial Aid; Dean of Students and Enrollment Management; Dean of Business Services and Institutional Effectiveness; Dean of Operations and Chief of Police; and the Executive Assistant to the President. Cabinet meets weekly to discuss College matters, communicate across service areas, plan initiatives, and respond to issues of concern.

The College also utilizes a Strategic Budgeting and Planning Committee which consists of the President's Cabinet along with the Director of Fiscal Services, Dean of Arts and Sciences, Dean of Career Technical Education, and the Administrative Assistant to the Dean of Business Services and Institutional Effectiveness. This committee meets weekly through much of the year and is charged with overseeing the College's strategic planning model and processes and the College's annual budget.

The College's administrative structure is composed of six major service areas: President's Area (p. 17); Instructional Services (p.18); Students and Enrollment Management (p. 24); Records, Registrar, and Financial Aid (p. 23); Business Services / Institutional Effectiveness (p. 22); and Campus Police / Operations (p. 25). Service areas are broken into departments that oversee various daily functions of the College.

The President's Area includes Human Resources, Public Relations and Marketing, and Advancement. The President's staff meets each week and those individual departments meet on a weekly basis to engage internal stakeholders in College governance.

Instructional Services includes academic departments including Arts and Sciences, Career Technical Education, Instructional Technology, and Academic Support Services. The Vice President for Instruction, Dean of Arts and Sciences, Dean of Career Technical Education, and Director of Allied Health and Emergency Services provide overall leadership. Faculty Chairs and Directors serve as leaders for various academic programs and are responsible for overseeing instruction and ensuring quality. An instructional leadership team (ILT) consisting of the Vice President for Instruction, Deans, Chairs and Directors, and the Director of Information Technology meet on a bi-weekly basis to coordinate academic duties and communicate new initiatives. Faculty Senate meets monthly to discuss proposals for new academic programs as well as updates to existing academic programs.

Student Services includes Admissions, Financial Aid, Registration, Advising, TRIO Grants, Support Services, Student Life, Disability Services, Counseling, and Athletics. Student Services meets each week to communicate and clarify College business within internal employee groups. The Dean of Students and Enrollment Management and Dean of Records, Registrar, and Financial Aid are responsible for department meetings to coordinate efforts and to support collaborative processes.

Business Services and Operations includes Fiscal Services, Information Technology, Campus Services, Institutional Effectiveness, Physical Plant, Campus Police and Risk Management, Bookstore, and Purchasing. The Dean of Business Services and Institutional Effectiveness and the Dean of Operations and Chief of Police are responsible for conducting service area meetings. Directors oversee each of the departments and Director meetings are held weekly to coordinate efforts within the departments.

## **FACULTY AND STAFF**

College faculty and staff are organized into the six Service Areas described above, and can also be seen in the College's Organizational Chart. There are several shared governance structures made up of faculty and staff that help develop and inform policies and procedures and provide valuable input and action into the College's strategic planning processes.

The College includes internal stakeholders in decision making processes to enhance communication that supports institutional effectiveness and efficiency and to give employee groups a voice in College matters. The employee groups that contribute to the shared governance structure include Leadership Council (p. 13), Staff Workgroup (p. 14), and Faculty Senate. Leadership Council is made up of all Deans and Directors who are in leadership roles at the College. The Staff Workgroup consists of exempt and non-exempt employees as defined by the Department of Labor's Fair Labor Standards Act. Faculty Senate meets to discuss updates and proposals for new academic programs as well as changes to existing academic programs to ensure effectiveness across all areas and departments. Faculty Senate has a faculty-elected President, Vice President, and Recorder to preside at all meetings. The Faculty Senate Executive Committee meets with the Vice President of Instruction each month.

The College has an organizational structure of standing committees that serve various functions. Each of these groups meets on a regular basis to engage in discussions of current events and College business. Each of these committees consists of employees from each service area and employee group to ensure representation and input from all stakeholders. These committees include the following: Academic Standing (p. 3); Accessibility (p. 4); Behavioral Intervention (p. 5); Campus Climate (p. 6); Diversity, Equity, and Inclusion (p. 7); Employee Benefits (p. 8); and Student Learning (p. 9).

The Board recognizes the Collective Bargaining Unit (CBU), affiliated with the Illinois Federation of Teachers/AFT, AFL-CIO, Local No. 6086, as the sole and exclusive negotiation agent for all full-time tenured and tenure-eligible academic bargaining unit members. The duly elected representatives of the CBU are representatives identified by the Board to negotiate the terms of the collective bargaining agreement. The agreement establishes the wages, hours, and working conditions for CBU members. This group meets with College administration on a regular basis.

In addition to the shared governance structures mentioned above, the College strategic planning model also describes further engagement of faculty and staff stakeholders in the strategic planning process. As seen in the planning model, the College utilizes long-term College planning documents such as the Enrollment Management Plan, Facilities Plans (Facilities Master Plan, Deferred Maintenance Plan, RAMP documents, etc.), Technology Plan, Program Review Plan, and Human Resources Plan (Collective Bargaining Agreement, Staff Compensation Plan, etc.) which are the responsibility of various faculty and staff that make up the planning leaders and teams. Additionally, all College employees are asked to participate in the planning processes by providing feedback and ideas for strategic initiatives annually that are incorporated into the planning model.

## **STUDENTS**

Students engage in planning, policies, and procedures in multiple ways ranging from Board and Student Government representation to standing committees and class evaluations.

The Student Trustee (p. 19) serves as the representative for the entire student body on the Board and through monthly meetings and annual retreats, is involved in all Board planning and policies that impact most procedures. The Student Trustee provides monthly reports, provides an advisory vote as the first vote cast on all Board action items, and engages in conversations and deliberations with Board members and students to facilitate communication.

Each year, five to six students are elected by the student body to serve as officers for the Student Government Association (SGA, p. 15). These leaders along with the greater SGA organization, plan social and educational activities to support the overall experience of the student body. Over 50 students are part of SGA, and the administration often seeks feedback from this group when considering policies, procedures, and plans that impact the student experience. SGA members follow **by-laws** and adapt those to continuously improve. One specific example includes the modification of the by-laws and procedures to include members of the College's non-credit College for Life program to engage in all student activities for a minor fee given that this group of students does not contribute to universal fees that support SGA's budget.

Students are represented on most College Standing Committees which guide planning and procedures. These committees allow students to engage in conversation about how the college is governed. Additionally, all students have the opportunity to engage in instructional planning by providing feedback through course evaluations. The College periodically seeks student engagement and feedback in the form of climate and other surveys to assist with planning, policies and procedures as well.

### **5.A.2.**

The use of data to reach informed decisions is a vital part of College planning processes and ensuring continuous quality improvement at the College. With the rapid change and increasing abilities provided by technology, the College is constantly evolving and finding additional ways to make data-driven decisions. While it is hard to capture all areas where this is occurring, as each department and program at the College has different sets of data and types of decisions to make, below are some highlights of areas where the use of data to drive decisions in the best interest of the College are evident.

At the highest level of the organization, a College employs a set of metrics known as Key Performance Indicators (KPIs) to help measure and gauge our progress in fulfilling the College Mission and obtaining the Strategic Goals. These KPIs are visible in many planning documents including the annual Strategic Master Plans and are reviewed at various levels of the College including by the Board of Trustees and the Strategic Planning and Budgeting Committee. Each KPI has an associated target range where the College strives to achieve. In some cases these target ranges are based on comparisons with peer institutions, while others are based on historic College-specific measures when peer data is not available. A good example of how the KPIs

have been used in the past can be seen in the KPI-7 (Fund Balance as Percent of Budgeted Operating Expenses) and KPI-8 (Composite Financial Index). In response to a letter from the HLC that the College's Composite Financial Index was too low, the College embarked on the task of increasing it back up into the target range. Since that time, the College has utilized the Board Finance and Audit Committee to review this fund balance target and make adjustments as necessary. An example of this can be seen in the minutes of the August 21, 2019 Finance and Audit Committee meeting where the fund balance target was increased.

At a more granular level of the organization, the College utilizes and comprehensive program review process (further described in Criterion 4). All College programs and departments are included in the program review process with a comprehensive evaluation being done for each once every five years. Depending of the type of program (i.e. Academic Discipline, Career Technical Education program, Academic and Student Support program, etc.), a different review template and set of data is used to complete the review. However, all reviews rely extensively on the use of data. Examples of the types of data used are described below:

- **Program Data Reports:** These reports are completed annually for all academic department at the College. The data included provides a broad platform for quality improvements to be based upon including enrollment and demographic information of students; completion, persistence, and retention rates; course success rates; employment data (when available); and department cost figures.
- **Course Success Reports:** Course success reports are compiled annually at the College and distributed to the appropriate departments for review. The reports are compiled in aggregate for a department which helps for trend analysis, comparisons by mode of delivery, and other high level analysis. The reports are also provided at the individual course level for academic disciplines to see more granular data as well.
- **Persistence/Retention Reports:** At the conclusion of each academic term retention and persistence reports are generated. These reports provide term-to-term persistence data and are disaggregated by program/major for further analysis.
- **Transfer Reports:** Following the conclusion of each academic year, the College generates a Transfer Report which tracks students using the National Student Clearinghouse to see where our students are transferring to. This aids the College in developing and identifying articulation agreements and other partnerships necessary to improve the success of College students that transfer on to other institutions to further their education.

### **5.A.3.**

The College has a shared governance approach to establish academic requirements, policies, and processes. Faculty Senate's leaders and Senate subcommittees have a structure that supports collaboration and communication with instructional administration and other service areas. In addition, the College has several standing committees including Academic Standing.

New Academic programs and curriculum revisions are initiated through faculty, Advisory Council or academic dean recommendations. The curriculum process is then followed with final Board approval if needed and the Illinois Community College Board (ICCB). More detail on this process can be found in Core Components 3.A. and 3.B.

In fall 2018, faculty representatives and administration collaborated to strengthen the tenure process through revision and an added mentor component. Also, an Academic Calendar Committee was formed. More information on this can be found in Core Component 3.C.

Students are involved in standing committees and one student is an elected Board member as described in 5.A.1. above. Students also have the opportunity to meet with the Dean of Student Services and Enrollment Management to provide feedback and input on current issues and proposed College changes.

## **5.B - Core Component 5.B**

---

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

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

### **Argument**

---

#### **5.B.1.**

The College prides itself on the quality of its faculty and staff and the way its employees serve students and the District. The College has well-qualified and dedicated employees whose main objective is centered on student success and fulfilling the mission of the College. The fact that during the last five years 65-75% of the operating expenses (p.3) have been allocated for employee salary and benefits demonstrates the College's commitment to and investment in human resources. As of the fall 2021 term, the talented workforce includes 47 full-time faculty, 114 associate faculty, 114 full-time staff, and 27 part-time staff.

The Office of Human Resources coordinates all hiring and training processes for the College. The Human Resources staff ensures that all College, Equal Opportunity Employer, and Affirmative Action policies and procedures are followed. The hiring process typically includes the use of a committee. The committee typically has a representative from each service area of the College, and a systematic screening process is followed by the search committee for each position. The search committee is responsible for reviewing applicants, interviewing finalists, and making recommendations to the President. The President is involved in each interview process and makes all final decisions on job appointments. The Human Resources office conducts orientations for all new employees to familiarize new faculty and staff members with College policy, guidelines, and benefits. The Human Resources staff also does all training for FERPA, HIPAA, and other mandated trainings as part of the orientation process.

Since such a large portion of the College's operating budget is allocated for employee salary and benefits, the College has a plan and process to approve all replacement positions due to retirements and employees moving to other positions. In addition, the President has final approval on any new positions prior to Board approval. This allows the College a proactive plan to maintain a lean staff for budget efficiencies.

The College also utilizes a staff performance review and planning process to review and evaluate the performance of employees. The process includes a mid-year review along with a comprehensive end-of-year review. During the end-of-year review, the performance review and planning form is completed for each Board-approved employee and reviewed by supervisors. This form includes goal setting and review in addition to performance review. All job descriptions are also reviewed and revised as necessary during this process to ensure that College personnel are staying current with any changes that are occurring at the College and in higher education in general.

## **PHYSICAL INFRASTRUCTURE**

As described in Core Component 5.A, the College's strategic planning model includes both technology and facilities plans. The College has worked diligently with these strategic facilities and technology plans to provide a safe learning environment with spaces that foster teaching, learning, and student success.

In order to maintain the quality physical infrastructure needed to meet the mission of the College, a Facility Master Plan was adopted as a campus-wide framework for continued growth, renewal, and enhancement of all College facilities. This Facilities Master Plan was originally adopted in 1997 and has been a working document with updates in 2002, 2009, 2014 most recently a comprehensive update completed in 2018.

In addition to the Facilities Master Plan, the College has six approved Resource Allocation Management Program (RAMP) documents. RAMP documents are the vehicle used to request state funds for a capital project. The documents are reviewed and updated annually. Current RAMP documents include parking lot repairs, heat pump replacement, roof replacement, backup generator, restroom stall partition replacements, and a new entrance vestibule.

The College has greatly expanded its physical facilities and footprint over the course of the last decade, with plans still underway for more expansion and updates. A more comprehensive outline of this work is described in detail in 3.D.4.

## **TECHNOLOGY INFRASTRUCTURE**

The College pays close attention to how technological change impacts the world, student success, and the college environment. The Information Technology Department (IT) provides technical support to students, faculty, administration, and all centers and locations. Information Technology is continually reviewing and evaluating new trends and technological advances.

The College uses a Technology Plan that is updated annually and is closely aligned with the College's Strategic Plan as one of the five long-term planning documents that are included in the model.

Through the use of the Technology Plan, several improvements have been made in the past several years aimed help support College operations and aid in achieving the College's Mission and Strategic Goals. These improvements include the continued replacement cycle of

computers, printers, servers, and other technology infrastructure to ensure up-to-date equipment that continues to meet the changing needs of the College. The move to obtain portable machines such as laptops for faculty, staff, and student use has also expanded greatly during the last few years driven in a large part by the pandemic. In addition, the College has changed the way it delivers services and education to students with virtual options becoming much more prevalent. In order to meet this demand all College classrooms have been converted to include remote conferencing technologies.

Another large area of technology infrastructure improvements is the focus on enhancing the services of the ERP software the College utilizes. The College has made a significant investment to add the following services:

- Ellucian Experience is a personalized hub for timely, actionable campus information. Experience aggregates relevant content from multiple sources to provide value and key information to everyone.
- Degree Works is a web-based, degree-auditing and tracking tool which enables students and advisors to evaluate academic progress towards graduation in accordance with the College and major requirements outlined in the College catalog.
- Workflow will electronically manage the flow of data across the institution and simplify routine, repetitive tasks.
- Document Management is designed to meet the imaging and document management requirements of higher education and to seamlessly integrate with Banner products to provide users quick and easy click through access to documents.

Finally, technology security has been a significant area of concern and increasing importance. During the last five years, the College has enhanced or added multi-factor authentication, endpoint detection and response, secured encrypted backups, privileged access, email filtering, web security, patch management, anti-virus, inventory management, and logging/monitoring of network activity to ensure continued security for College networks and technology infrastructure.

### **5.B.2.**

The College has developed and refined a strategic planning model over the course of several years through input from many stakeholder groups. The culmination of this work is the annual Strategic Master Plan which displays, among many things, the College's Strategic Goals. These goals were originally developed through a process that incorporated many stakeholders of the College including faculty, staff, students, community members, and the Board. The goals were developed with the intent to be sustainable in the long-term. However, the College recognizes that the need and importance of reviewing these goals to ensure they remain relevant and realistic in light of the continuous changes that are going on around and within the College.

The current strategic planning model identifies the Board and administration as the responsible parties for reviewing and reaffirming the Strategic Goals. This process is completed at regular intervals as part of the Board's Fall Board Retreat. During these retreats, Board members and administration have the opportunity to review the many factors affecting the College and the



ability to accomplish these goals. The Board has also employed the use of SWOT analysis during these discussions. Often times, the end result is the reaffirmation of the Strategic Goals as written. Occasionally, the result is a slight modification to one or more of the goals. This can be seen through the minutes of the September 11, 2019 Fall Board Retreat Minutes where the title and definition of Strategic Goal 6 were changed.

### **5.B.3.**

The College has a collaborative, open, and transparent budget process that has been developed and refined over time. State regulations, Board policy, and the needs of the College drive the annual budget process. The process is led by the Dean of Business Services and Institutional Effectiveness and Director of Fiscal Services. The strategic budgeting and planning committee including the President's Cabinet, the Director of Fiscal Services, and the academic deans, collaborate to facilitate the budgeting process (see Core Component 5.C).

The College's budgeting process is tied directly to the strategic planning process. Through this strategic planning process, the annual needs of the College are identified and validated through the use of long-term planning documents that cover all aspects of the College along with employee-submitted strategic initiatives and other critical issues that are identified. Once these needs are identified, the College Strategic Budgeting and Planning Committee evaluates the needs alongside the financial resources the College has available to allocate them appropriately and most efficiently. The items that get allocated can be viewed in the annual Strategic Master Plan in the Strategic Action Plans section.

Budgeting is also a participatory effort throughout the College and beyond just the Strategic Budgeting and Planning Committee. Department budget managers are provided annual budget training and are responsible for developing and submitting budget requests to their Dean or Vice President to be entered. Once these budgets are entered, the Fiscal Services Department consolidates and prepares reports for the planning and budget committee. Budget managers may be called upon to provide additional information regarding specific budgeted line items.

Once the budget is balanced, it is presented to the Board. The Board posts the budget for public display and comment (p. 3) for no less than 30 days. After 30 days, a public hearing (p. 3) is held prior to final action by the Board. In addition, the Board reviews and approves financial statements monthly at its regularly scheduled meetings. The College also has an independent audit completed at the conclusion of each fiscal year which is also presented to the Board.

The Board is organized into different committees that meet on a monthly basis. One of these committees is the Finance and Audit Committee (also described in Core Component 5.A.). The Finance and Audit Committee meets with the Dean of Business Services and Institutional Effectiveness, Director of Fiscal Services, Administrative Assistant to the Dean of Business Services and Institutional Effectiveness, and the President to review financial issues facing the College. The committee serves as a conduit of information, allowing the Board to be informed of current matters facing the College and to allow administration to be aware of Board concerns and opinions. The committee meets once per month to review the savings and investment opportunities of idle cash and to consider budget development and priorities, and to consider tax

rates and tax levies. The intent of the regular meetings is to protect College assets, to understand the College's financial status, to make responsible taxing decisions, and to advise the Board accordingly. Each month the committee reviews the detailed monthly disbursement activity, monthly financial activity reports, and investment activity. All Board meetings and committee meetings are also held in accordance with open meeting laws with meetings, agendas, and minutes open and available to the public.

The Strategic Budgeting and Planning Committee also plays a vital role in monitoring the College's finances. Each month a comprehensive financial report of revenues, expenditures, and other financial matters is made available and reviewed by this committee. The committee tracks all financial matters very closely and is responsible for making any strategic adjustments, as necessary.

College budget managers are provided training and tools needed to be able to effectively manage their budgets. The College's ERP system provides an up-to-date, real-time picture of budgets and budget activity for these budget managers which serves as one of the primary tools for budget management.

#### **5.B.4.**

The College views the process for allocating resources as a part of its strategic planning process. This process is described and can be visually seen in the College's strategic planning model. Much of this process has been described above, but an abbreviated version detailing specifically how the process relates to the allocation of resources is described below.

The first step in ensuring that resources are allocated so that the College's educational purposes are achieved is to identify what the College's educational purposes are. Through the strategic planning process, the College Mission Statement sets forth the guiding principle and focus for the College. Beneath the mission, the College has a Vision statement and a set of Core Values that are derived from the Mission. Beneath that are a set of Strategic Goals that were developed to further refine the Mission statement into a set of more actionable goals. These strategic goals then drive the focus for the five planning documents which cover all aspects of the College. These planning documents set out long-term plans for each of their focus areas (human resources, program review, technology, facilities, and enrollment management) and are updated on an annual basis in order to remain relevant and dynamic. It is at this point that strategic planning is connected to the budgeting process as these action items are prioritized with resources allocated accordingly during the budgeting process that was described above.

Through this process of linking strategic planning and budgeting, the College has been able to consistently make progress towards long-term goals, even in the midst of great uncertainty due to state funding shortfalls, declining enrollments, and the pandemic. Evidence of this can be seen by looking back at annual Strategic Master Plan documents (i.e. FY2022 Strategic Master Plan, FY2021 Strategic Master Plan, FY2020 Strategic Master Plan, FY2019 Strategic Master Plan).

## 5.C - Core Component 5.C

---

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
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, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

### Argument

---

#### 5.C.1.

The College's ability to effectively carry out its mission to "enrich lives through learning by providing accessible educational opportunities and services at an exceptional value" is dependent on strategically planning for the future, careful management of resources, and enhancing institutional effectiveness.

As described in Core Component 5.B, the College has developed and refined a strategic planning model designed to align resources to College priorities and the College's mission, vision, and strategic goals. To begin the annual planning and budgeting process, the Board evaluates the mission, vision, core values, and strategic goals of the College at the Fall Board Retreat. As part of this process, the Board may either reaffirm or choose to alter any or all parts, as necessary. If changes are necessary, all subsequent College planning documents are then updated to reflect the changes.

After the Board review of the mission, vision, core values, and strategic goals is complete and planning documents are updated where necessary, planning recommendations for strategic objectives or initiatives are submitted to be evaluated. These recommendations come from existing planning documents (i.e. Enrollment Management Plan, facilities plans (Facilities Master Plan, RAMP), Technology Plan, Program Review, human resources plans (Collective Bargaining Agreement, Staff Compensation Plan, etc.), College employees, and critical issues identified by the Board or administration.

After all recommendations are fine-tuned and submitted, an annual planning retreat is held with attendance represented from all areas of the College, including representation from College administration, faculty senate, exempt staff, and non-exempt staff. The main objective of the planning retreat is to discuss and ultimately prioritize the recommendations.

Following the planning retreat, the annual budget process begins with individual areas creating and submitting budgets including any prioritized strategic objectives from the retreat. This process ensures that the highest priority items that are directly related to the College's mission and strategic goals are given top preference and appropriate resources in budget process. A summary of the items that are ultimately recommended for implementation each year can be seen in the Summary of Strategic Action Plans section of the Strategic Master Plan.

### **5.C.2.**

One of the most challenging aspects of strategic planning and budgeting at a multi-faceted community college, is linking processes for assessment of student learning, evaluation of operations, and planning and budgeting. As referenced in 5.C.1 above, the College uses a strategic planning model which helps the College accomplish this.

As described in Criteria 4, assessment of student learning at the College is a faculty-driven process coordinated by the Faculty Senate Committee on Academic Assessment and the newly created Student Learning Committee. The College holds a Student Learning Day twice per year in which the faculty work on assessing student learning outcomes. Often, recommendations that require College resources are the result of these assessments. These recommendations are linked to the College's planning and budgeting processes through several avenues.

1. Department Recommendations: Depending on the scope of the recommendation, department chairs may directly implement changes as they are brought up or embed them in their annual department budget. Examples might include adjusting course syllabi, switching textbooks, etc. (p.36).
2. Program Review Recommendations: For larger items identified through the program review process, departments may not have the current resources or budget to incorporate these recommendations. In these cases, they are typically filtered directly into the planning and budgeting process to be evaluated with other items through the strategic planning model. Examples include requests for additional faculty, requests for costly equipment or other upgrades, etc.
3. Critical Issues: Occasionally, something found during the assessment of student learning may require immediate attention. In these cases, the item may be determined a critical issue and resources would be allocated as needed. Examples include requests to close down or start a new program (p. 18).

For other areas of operations, such as technology and facilities, the College utilizes long-term plans that are updated annually. These plans are put together and updated using representation from many areas of the College. For example, the Director of Information Technology is a member of the Instructional Leadership Team (ILT) to ensure the College's technology and academic needs are aligned. These conversations help the College update and maintain its

rolling Technology Plan. Many items from this plan are incorporated into annual department budgets, where necessary. Larger scale items are routed through the College's strategic planning and budgeting process to be prioritized and implemented as necessary.

As illustrated in the College's planning model, at the heart of the planning and budgeting process are several long-term plans, enrollment management, facilities, technology, human resources, and program review. Each year, recommendations from each of these plans are reviewed alongside each other and are prioritized. It is through this process that the College ensures resources are allocated properly to ensure fulfillment of the mission.

### **5.C.3.**

Several groups of constituents play a key role in the annual process of planning and budgeting at the College. At the top of the College's strategic planning model is the College's mission, vision, and core values. These items are the responsibility of the Board. Following this level are the College's strategic goals which are governed by a combination of the Board and administration. Below the strategic goals are the College's Key Performance Indicators which are also the responsibility of the Board and administration. Following the KPIs are the College's long-term planning documents. These documents are the long-range plans in major areas of the College that are driven by and support the strategic goals. College planning documents are governed by various individuals and committees with responsibility for those areas. Each planning document contributes recommendations annually for strategic objectives. In addition to the planning documents, College employees are encouraged to submit strategic initiatives that bring new ideas and cost saving measures from all areas of the College and promotes consensus on what items should be prioritized in the budget.

In addition, there are many other groups that provide input into the College's planning process. The Board evaluates the mission, vision, and core values of the College annually. The last revision to the mission, vision, and core values occurred in 2015. Prior to that, a major revision occurred in 2012. At that time, a consultant was hired to aid in the process in which several focus groups were conducted to gather information. The focus groups included business leaders, educational partners and community members from several areas of the College's district. The College also gathers information from these same groups on a continual basis through the use of the College's several advisory committees.

### **5.C.4.**

From a financial standpoint, the College works diligently to anticipate and forecast changes in revenues and expenditures both in the current year and several years out. This often requires data and forecasts from other areas of the College. For example, the Office of Admissions produces an annual market share report of district high school seniors who attend the College after they graduate from high school. Information on local high school class sizes are analyzed. The Office of Institutional Effectiveness estimates credit hour generation for the following fiscal and academic year. All of this information is then gathered and evaluated by several individuals and groups around the College including the Strategic Planning and Budgeting Committee.

Following the State of Illinois budget impasse in FY2016, the planning and budget committee began meeting weekly to review data and options regarding planning and budgeting at the College. It was through this process that the College was able to rapidly adapt and respond to the budget impasse (see meeting notes regarding large budget adjustments made). In FY2016 the College faced a reduction in state funding of nearly \$1.6M, or nearly 11% of the total budget. However, due to the responsiveness of the planning model, the College was able to end the year without cutting employees or programs and with minimal impact on reserve fund balances.

#### **5.C.5.**

As described in the sub-components above, the College utilizes long-term technology and facilities plans (also described in Core Component 5.B) which were created and are updated based on many of these factors. In addition, since all plans are updated annually and strategic objectives are done annually, the College is able to be very responsive to the ever-changing world of higher education.

Other evidence for this sub-component can also be found relating to the College's use of advisory councils made up of industry experts to help anticipate and account for these factors. Also, faculty and staff regularly attend conferences and seminars such as the Higher Learning Commission Annual Meeting in order to stay current with trends and factors affecting higher education.

#### **5.C.6.**

The process by which the College allocates resources to best support its mission and strategic goals has been outlined in the sections above and also in Core Component 5.B. However, the best strategic plans are only effective if action is taken and plans are actually implemented. The College ensures that such plans are implemented. Evidence of this can be seen by the summaries of the strategic action plans that were budgeted for and put into place and are captured in the annual Strategic Master Plan (FY2022 Strategic Master Plan, FY2021 Strategic Master Plan, FY2020 Strategic Master Plan, FY2019 Strategic Master Plan).

## **5.S - Criterion 5 - Summary**

---

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

### **Summary**

---

The College utilizes a unique strategic planning and budgeting model that allows the College to align resources to best serve the mission and respond quickly to challenges and opportunities as they are identified. The model provides for the annual review of the College's mission, vision, and strategic goals which drive long-term planning documents and annual strategic objectives. Annual budgets are then developed alongside these planning documents to ensure resources are allocated effectively and efficiently. This highly-focused approach to planning and budgeting has enabled the College to continue to provide the highest quality educational offerings, state-of-the-art facilities, and a highly qualified and trained workforce through a very difficult fiscal environment.