COMPREHENSIVE QUALITY REVIEW REPORT

TO

SOUTHWESTERN ILLINOIS COMMUNITY COLLEGE
Belleville, Illinois

NOVEMBER 2-4, 2015

FOR

The Higher Learning Commission

EVALUATION TEAM

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I. BACKGROUND AND PURPOSE OF VISIT

A. Overview of CQR

A Comprehensive Quality Review (CQR) is required during the final year of the AQIP Pathway cycle and may also occur in the fourth year based upon institutional request or Commission determination. The goals of the CQR are to:

- Provide assurance that the institution is meeting Commission’s Criteria for Accreditation. (With respect to the optional mid-cycle CQR, alert the organization to areas that need attention prior to its next Reaffirmation of Accreditation. Such concerns may be signaled during the Systems Appraisal process in the third year of the cycle.)
- Provide assurance that the institution is meeting the Federal Compliance Requirements (eighth year only).
- Facilitate the institution’s continuing quality improvement commitment, confirming that a developing or established Continuous Quality Improvement (CQI) culture and infrastructure exist that advances organizational maturity in relation to the AQIP Pathway Categories.
- Verify any issues identified in Action Project Feedback Reports, Systems Appraisals or Commission actions.
- Validate process level development and deployment as described in the Systems Portfolio.
- Identify actions taken to minimize identified strategic issues and to alleviate potential accreditation issues.
- Review CQI priorities and progress including how Action Projects are integrated into an institution’s overall performance improvement strategy.
- Review distance and/or correspondence education delivery if applicable (eighth year only).
- Evaluate distributed education (multiple campuses) if applicable (eighth year only).
- Develop an initial recommendation regarding Pathway eligibility (eighth year only).

B. Purpose of Visit and Institutional Context

The Higher Learning Commission visiting team conducted a comprehensive evaluation visit at Southwestern Illinois College (SWIC) on November 2-4, 2015.

SWIC is Illinois’ largest comprehensive community college south of the Chicago area. The college serves people in a 2,100 square mile region that includes eight counties in the college’s district. The SWIC mission statement is: “Southwestern Illinois College upholds the dignity and worth of all people and believes that learning is a life-long process which enhances the quality of life. The college provides for individual growth through educational excellence and active partnerships with students and the community”.

The College serves a large and diverse region with three degree completion sites, two additional locations, 42 extension sites, and a distance education program. SWIC provides an extensive array of two-year associate and certificate degrees that provide
opportunities for transfer to senior institutions or entry into the workforce. Additionally, SWIC provides an Adult Education program that served over 2,300 students in FY15. The institution also has a close relationship to the United States military and to its returning veterans. The College is noted for its strong commitment to underprepared students, and is Illinois’ top provider of GED graduates.

C. Unique Aspects or Additions to the Visit

SWIC offers extensive services to Veterans and has a dedicated Center for these services. The Dept. of Veterans Affairs selected SWIC for the VetSuccess on Campus program. Through the VSOC program, the VA places experienced vocational rehabilitation counselors on selected college campuses to assist the growing number of service members, veterans and dependents attending school under the Post-9/11 GI Bill and other VA educational programs.

The VSOC counselors are trained to provide academic and vocational guidance to veterans and help connect them to other VA benefits, including health care and mental health services. The VSOC counselors maintain close relationships with local VA Vet Centers and VA medical facilities, referring service members, veterans and dependents as needed and providing assistance in applying for VA medical and nonmedical benefits. SWIC’s VSOC counselor is Armando De La Garza.

SWIC has a first class Art Center on their main campus. The Mission Statement for the Center is: “The William and Florence Schmidt Art Center exhibits visual images that inspire, inform, and connect college and community. Exhibits of art and cultural artifacts that meet the highest contemporary aesthetic standards and related cultural programs will expand visual literacy among the Southwestern Illinois College community and the adults and children of Southwestern Illinois.”

D. Additional Locations or Branch Campuses Visited (if applicable)

NA

E. Distance Delivery Reviewed

The visiting team reviewed documents, the College website, online course syllabi, and held discussions with students, faculty, staff, administrators concerning distance delivery.

SWIC’s Distance Education program consists of online and hybrid courses. The College uses the Blackboard learning management system. All faculty members, including adjuncts, who teach online are required to take a 10 hour certificate program before they can teach online. This mandatory training has been required since 2010. Ongoing professional development opportunities are available for faculty during opening week and periodic workshops and trainings during the academic year. Trainings are conducted by instructional design staff and are offered at multiple locations to serve the needs of faculty throughout the district. SWIC staffs a Call Center, with extended evening hours for faculty and students for technology assistance.
SWIC collects course completion and grade data on students in online courses and compares outcomes to equivalent courses in face-to-face environment. They have identified a trend for lower course pass rates and lower course completion rates for online than in face-to-face sections and are investigating causes and actions to assist students in the online environment.

Most of SWIC’s online students are also face-to-face students and enrollment in online courses is based upon student scheduling needs.

An examination of syllabi of online and face-to-face courses revealed that course outcomes and expectations are equivalent. Examination of four online courses indicated that courses were rigorous and met course outcomes. Students were asked about rigor of courses and stated they were very rigorous.

SWIC uses a master syllabus for courses. Students are given the same information about services, policies and expectations in face-to-face and online. The Library has many electronic databases and services for students and makes no distinction between online or face-to-face modalities in serving students.

The College’s credit hour policy is modality neutral and they expect outcomes in courses to be equivalent regardless of how course is taught. The College assesses courses in both face-to-face and online environments and compares assessment results. At present, the College does not have a large number of courses being taught in multiple modalities to allow for a comprehensive analysis, but where it is possible to compare, SWIC has identified areas of concern and is discussing next steps.

The College website gives advice to students on preparedness for online learning and the ability for students to self-assess readiness for online learning.

Students (whether they are traditional, online, or dual credit) have the same expectations from their faculty. Student support services are equivalent across all three locations and are readily available to online students. The Online Writing Lab (OWL) and Campus-to-Campus Tutoring are two clear examples.

F. Notification Related to Third Party Comments

The HLC team received one Third Party Comments from the HLC emailed to the team chair on 10/15/2015. The following is the content of the comment: “I am very pleased that I chose to go back to school in my 40’s. I originally planned to enroll in one of Southwestern Illinois College’s certification programs but after conversations with Mrs. Sue Taylor I quickly realized that I could do more. I am proud to be a part of SWIC’s alumni now and currently working on a second degree. I feel that I have been challenged and look forward to the next chapter in my life”.

II. COMPLIANCE WITH FEDERAL REQUIREMENTS

The HLC visiting team found that SWIC complied with all Federal requirements. Concerning the 3-year Default Rate, the visiting team held an extensive meeting with FA and Business Office personnel discussing strategies and plans for improving the 3-Year Default along with counseling students and their families about Federal Financial Aid and other Loan programs. Please see the Federal Compliance Report for details from the review panel and visiting team.
III. FULFILLMENT OF THE CRITERIA FOR ACCREDITATION

CRITERION ONE: MISSION. The institution’s mission is clear and articulated publicly; it guides the institution’s operations.

Core Component 1A: The institution’s mission is broadly understood within the institution and guides its operations.

  Subcomponent 1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.

  Subcomponent 2. The institution’s academic programs, student support services, and enrollment profile are consistent with its stated mission.

  Subcomponent 3. The institution’s planning and budgeting priorities align with and support the mission.

Team Determination:  

  X  Core Component is met  
  _  Core Component is met with concerns  
  _  Core Component is not met  

Evidence:

SWIC’s mission statement is: “Southwestern Illinois College upholds the dignity and worth of all people and believes that learning is a life-long process which enhances the quality of life. The College provides for individual growth through educational excellence and active partnerships with students and the community”. The mission statement is supported by nine key values (student success, respect for people, value of education, integrity, excellence, fairness, lifelong learning, affordability and accountability).

The SWIC mission was produced through a highly collaborative process that involved all facets of the College community prior to adoption by the Board of Trustees. The College’s Strategic Planning Council, which was created by the Board of Trustees, is a collaborative team representing trustees, the president, and all administrative divisions. The Strategic Planning Council has responsibility for monitoring and proposing changes to the College’s mission and is also charged with participatory processes for refining institutional values. Any change to the institution’s mission, vision, or values must be approved and adopted by the SWIC Board.

The HLC team visit provided evidence that planning efforts at SWIC are robust and consistent, and reflect a strong, enculturated institutional commitment to continuous quality improvement. Environmental scanning, economic overviews, and program gap analyses are used to generate and evaluate the College’s strategic plan, which then informs the President’s annual tactical plan. Strategic and tactical planning is reviewed by the Strategic Planning Council and adopted by the Board of Trustees. Because SWIC’s mission and values serve as core objectives to be met in the College’s annual strategic plan, resulting strategies, tactics, and outcomes are mission and values based. The College adheres to a rigorous and detailed annual planning calendar.

Alignment of the College’s mission and values with the strategic plan, tactical plans, annual employee reviews, and other processes provide unified direction, employee commitment and a robust system of annual review. In fact, SWIC’s administrative performance evaluation system strongly encourages annual employee objectives that are linked to the strategic and tactical plans, and an update of the position description, which is prefaced with the SWIC mission statement.
Every program of study at SWIC is required to have educational purposes and goals that reflect the institutional mission. The student-led College Activities Board creates a mission annually that is explicitly aligned with the institutional mission. Additionally, the College’s specific efforts to increase campus diversity, funding for SWIC’s new Success Center at its Granite City Campus, its new Veterans & Career Service Center, and its designation as a “2014 Military Friendly School” are indicative of alignment between the College’s mission, budgeting priorities, and improvement efforts.

As well, SWIC’s consistent and proactive efforts to create and sustain partnerships, as espoused in its mission statement, are especially evident. Examples include the College’s dual credit and concurrent enrollment efforts with P-12 partners in its district, Selsius workforce training initiatives, K-8 summer programming, industry-driven advisory boards for career and technical programs, coursework offered at nearby Scott Air Force Base, P-12 field hour placement for its education students, fundraising efforts, and its new general services agreement for government and military training efforts.

That the College is, in fact, living its mission is evident in its many programs and services. While employees could readily articulate how a commitment to students drives their daily work and decisions, during the visit it was noted that a few mid-level employee groups (directors, and academic support staff) interviewed were unable to articulate ways in which SWIC’s institutional mission informs their daily work or critical decisions such as budgeting planning and articulation. The Cabinet, faculty groups, Business Office staff, and several administrators at the open forum for administrators on day two of the site visit, however, were able to respond readily and appropriately.

While fiscal stewardship and cost containment are a priority in the face of current Illinois state budgetary crises, SWIC’s Board has directed that cost-saving measures not impact SWIC’s educational mission or result in employee layoffs. Additionally, the College remains steadfast in its commitment to ensure that at least 50% of its courses are taught by its full-time faculty during this difficult time. These are indications that SWIC, even in the face of difficulty, remains committed to instruction as its primary endeavor and to the stability of its valued workforce.

Core Component 1B: The mission is articulated publicly.

Subcomponent 1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.

Subcomponent 2. The mission document or documents are current and explain the extent of the institution’s emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.

Subcomponent 3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Team Determination:  X  Core Component is met

Core Component is met with concerns
Core Component is not met

Evidence:
In addition to the prevalence of the mission in documents previously identified, SWIC
makes publicly available its mission statement and values in some planning documents, several key publications, the president’s monthly report, catalog, website and individual documents including individual missions for specific programs, units, and initiatives. The mission appears routinely in reports, marketing materials, planning documents, and in all position descriptions.

As well, during the visit the team confirmed that the mission statement is adequately displayed in some classrooms and meeting rooms on campus. The values are displayed on large flags surrounding the entrance of the Belleville campus.

The institutional mission and related student and employee expectations are key components of new student and new employee orientations. The needs and expectations of students and stakeholder groups are also articulated in the Freshman Seminar class, regular faculty trainings, Title IX training for students and employees, and the President’s annual tactical plan, which is based on the strategic plan.

Core Component 1C: The institution understands the relationship between its mission and the diversity of society.

Subcomponent 1. The institution addresses its role in a multicultural society.

Subcomponent 2. The institution’s processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Team Determination:  _X_ Core Component is met  
  _ Core Component is met with concerns  
  _ Core Component is not met  

Evidence:

SWIC serves a large district in which resides great diversity. The district includes both urban and rural communities, blue collar industries, military populations, and an area that remains crippled economically. The challenge to meet the vast needs of its community is indeed a substantial one.

SWIC’s Board of Trustees is constituted as a division of local government and is comprised of elected representation from all seven sub-districts of Community College District 522, which reinforces the Board’s independence and enables them to make decisions in the best interest of the institution and the diverse communities it serves.

One of the primary components of the SWIC mission is “develop a diverse, learner-centered community college that is accountable for its mission…” The mission statement itself promotes the dignity and worth of all people, and the Board Adopted Goals in the most recent strategic plan include initiatives such as:

- Encourage a culture that respects and promotes diversity.
- During retention studies consider minority-based differentials in student retention and address strategies to remedy them.

Prior to beginning the interview process for full-time positions, the Human Resources Officer performs an assessment of the candidate pool and provides it to the appropriate vice president to determine if the search was successful in reaching a diverse population.
In Criterion One, 1.C.2. is a subcomponent of particular relevance for SWIC because the diversity of its student body has increased significantly over the last 15 years. The percentage of students reporting non-white ethnicity increased from 23% in 2002 to 32.6% in 2012—and now better reflects the diversity in the communities served by the College. SWIC is taking several steps to address the increasing diversity of its student body, including plentiful faculty training to encourage a culture that respects and promotes diversity, and the development and implementation of faculty and staff recruiting processes aimed at generating diverse candidate pools.

During the visit faculty reported that the shift in student demographics is not only causing a shift in class composition, but also welcome shifts in class dialogues and topics. Students further develop their appreciation and knowledge of societal diversity through courses which address learning components of SWIC’s “Citizenship” core competency. The ability to appreciate and understand human and cultural diversity is addressed, at a minimum, in the required human relations course requirement for all degree seeking students. But SWIC understands that diversity is about more than race and ethnicity. This understanding, and commitment to its stated value of lifelong learning, is further evidenced by the additional initiatives that came to light during the visit:

- SWIC’s Programs and Services for Older Persons (PSOP) initiative provides multiple programming and events for community members
- The East St. Louis Community College Center is aimed specifically at providing programs for under-educated and first generation college students
- The College Activities Board sponsors numerous diversity-related events and activities during the academic year
- The Men of Character and Ambition student organization aims to provide African American men with the support and resources they need to thrive personally and academically
- Programming for young adults with disabilities
- The Black Affairs Council ensures that issues relevant to black students are addressed appropriately.
- The Disability Services Office serves to provide equal access by identifying those in need of accommodations, providing accommodative testing and supporting technologies, and through faculty training.
- The College has an established veteran’s services area that already serves 1,200 veterans and their dependents each semester
- Veteran-to-veteran tutoring and intake appointments
- Images in SWIC’s marketing collateral reflects diversity through images in terms of diverse ages and ethnicities
- Soup and raisins, provided by volunteer employees, are available in the Student Success Center for students who need a meal
- Snacks are provided in the Dual Credit Coordinator’s office for Running Start students who, if they were attending their home high school, would qualify for free & reduced lunch
- Women’s History Month each spring
- Cabinet members, faculty and staff report that community engagement in SWIC initiatives and programs is at a higher level than it has been in a long time
- Recent “Diversity Chats” open to faculty and students regarding disabilities and veteran students
- Title IX training for all employees
• Veterans Issues training (required for all full-time faculty and strongly encouraged for all adjunct faculty. Adjunct faculty are compensated for attending.)
• Kids Club early learning center is open for evening students, which enables parent students to complete their educational goals while their children are in a safe, affordable environment.

Finally, the visiting team was pleased to learn that in August 2014, a group of concerned faculty came together to form the Committee on Race and Ethnicity (C.O.R.E) with the support of the Vice President for Instruction. The committee’s aim was to ensure an equitable and inclusive environment and address the needs of changing demographics in the SWIC student body through accomplishment of the following goals: assess cultural equity at SWIC; continually increase personal, pedagogical, and organizational awareness through both classroom instruction and ongoing opportunities; provide continuing faculty development; promote pedagogical resources for developing culturally aware practices; and assess and address cultural inequity intentional and unintentional.

In fall 2014 CORE developed a Racial and Ethnic Climate assessment, administered the survey college wide, and reported results to faculty in spring 2015. CORE has hosted guest speaker workshops featuring Amy Hunter and faculty learning circles based on the book Blindspot (Banaji and Greenwald). CORE-sponsored faculty development opportunities have focused on race and ethnic realities, bias (intentional and hidden), strategies for addressing these concerns in our class environments.

Core Component 1D: The institution’s mission demonstrates commitment to the public good.

Subcomponent 1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.

Subcomponent 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.

Subcomponent 3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Team Determination:  
- x Core Component is met  
- ___ Core Component is met with concerns  
- ___ Core Component is not met

Evidence:
A variety of community members participate in the College’s programming, including cultural events, K-8 summer programming to adult basic education, community education, to Programs and Services for Older Persons (PSOP). For example in FY12 gallery openings, tours, and regular open hours of exhibitions were attended by over 13,000 patrons.

The main campus has increased its partnerships and collaborative work with external partners and has allocated resources to maintain the partnerships. The intentional work
with SWIC’s district P-12 partners is particularly impressive, resulting in increasing participation in its dual credit and dual enrollment programs.

SWIC utilizes multiple formal and informal means of determining new student and stakeholder needs. The primary means is through the annual environmental scanning process, which informs the institution’s strategic plan and the President’s annual tactical plan.

To accomplish the goals derived from its mission and values, the College works closely with an extended network of partners through regular planning sessions that allow all stakeholders to communicate priorities, needs, and initiatives.

Priorities are given to relationships that provide services designed to serve a broad range of students, have the potential to serve a need identified by external mandates, or enhance the mission or values of the College.

SWIC understands the value and need of external partnerships and collaborations in meeting its mission. As a notable area of strength, SWIC has cultivated meaningful and purposeful partnerships nationally, statewide, and within the region. These collaborative partnerships include business and industry, education institutions, and non-profit organizations and governments which produce mutually beneficial results for SWIC, the partner, and other stakeholders.

Team Determination on Criterion One:

-X_ Criterion is met
__ Criterion is met with concerns
__ Criterion is not met

Summary Statement on Criterion:

As previously noted, SWIC has provided ample evidence through its Systems Portfolio, Institutional Update Report, planning documents, and during the site visit that it is actualizing its mission. At the executive and Board levels SWIC’s mission and values provide a compass for planning and decision making. This approach to decision making is one that can be strengthened in the middle levels of the organization.

As the College celebrates its 70th anniversary, it has a unique opportunity to reacquaint its stakeholders with its mission, which it expresses frequently through a “tagline”: Rise to Serve.

CRITERION TWO: Integrity: Ethical and Responsible Conduct. The institution acts with integrity; its conduct is ethical and responsible.

Core Component 2A: The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration, faculty, and staff.

Team Determination:

-X Core Component is met
__ Core Component is met with concerns
__ Core Component is not met
Evidence:
The College complies with Illinois statutes to assure the ethical behavior of public employees and provide a system for compliance; Board policy includes clauses relating to the necessity of avoiding conflict of interest. In this regard the College maintains an external ethics officer to ensure that the Board’s policies as well as those measures required by the State of Illinois are being followed. This work includes Worker’s compensation audits that address work conditions; insurance liability inspections to determine if safety issues are properly addressed; and finances and processes. In compliance with state statutes, all trustees, senior administrators, department chairs, program coordinators and senior faculty are required to complete and annually file a Statement of Economic Interest with the St. Clair County Clerk. These statements are regularly audited by local government, the State of Illinois, the college’s external auditors.

The College’s Mission and Values Statement and formal Board Policy support ethical practice. All new employees are given training on workplace expectations which includes ethical behavior and acting with integrity. Board policies and procedures are included in new employee orientations and posted on InfoShare for all employees to access. Human Resources does additional training throughout the year and at supervisors’ request. One-on-one training is also available as needed. Employee evaluations include sections on responsibilities, accountability and ethical behavior. The College provides an online VAWA training for students that is optional but encouraged; SWIC is considering making this training mandatory in the future.

The Human Resources office has recently completed level 3 Title IX training and has collaborated with the Director of Public Safety to revise its Title IX training to include VAWA components. Title IX/VAWA training is available to all students and employees. All administrators and all full time faculty have received Title IX training, and SWIC is currently working on training all part time faculty. Student Athletes living in student housing received mandatory training at the beginning of the Fall 2015 semester. All employees are Title IX reporters and in the site visit’s sessions with staff and administrators there was general awareness of Title IX.

The College’s Comptroller reviews expenditures and purchases to ensure financial integrity of purchases. HR has practices in place to ensure fair treatment with regards to benefits, flex spending, and tuition reimbursements. The Business Office has documented its processes to ensure regular and consistence processing of business transactions.

Faculty report expected and achieved benefits they received by using professional development funds allocated for their professional development needs. Scholarship applications are reviewed by committee using scholarship specific criteria.

Core Component 2B: The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.
Core Component 2C: The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

**Subcomponent 1.** The governing board’s deliberations reflect priorities to preserve and enhance the institution.

**Subcomponent 2.** The governing board reviews and considers the reasonable and relevant interests of the institution’s internal and external constituencies during its decision-making deliberations.

**Subcomponent 3.** The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.

**Subcomponent 4.** The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Team Determination: x  Core Component is met
___ Core Component is met with concerns
___ Core Component is not met
Evidence:
The College’s Board of Trustees is constituted as a division of local government and is comprised of elected representatives from seven sub-districts of Community College District 522 (encompassing all or part of eight counties), which reinforces the independence both individually and collectively and enables them to make decisions in the best interest of the institution and communities it serves. The Board does not exert undue influence on the administration’s daily management of the institution; one example being the clear oversight of academic affairs by the vice president for instruction, deans, and faculty.

Board policy ensures trustees and administrators’ independence from undue influence on the part of College donors (the SWIC Foundation is a separate 501-C3 entity), elected officials, ownership interests or other external parties. Every senior administrator and department chair/program coordinator is also required to annually file a statement of economic interests report with the St. Clair County Clerk.

Core Component 2D: The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Team Determination:  
- Core Component is met
- Core Component is met with concerns
- Core Component is not met

Evidence:
The institution’s statements on academic freedom are identified in Board Policy, in faculty collective bargaining agreements, and further communicated to part-time faculty through the Instructional Guidelines Manual.

The College’s expectations for academic honesty and integrity are communicated through statements on course syllabi, in the student handbook, and in the Instructional Guidelines Manual. Students in the online environment receive the same information regarding academic dishonesty and plagiarism as face-to-face students. Faculty members address academic dishonesty issues with students and determine the impact of each incident with each student. The institution’s conduct officer also stresses the importance of academic honesty with students as described in the Student Code of Conduct manual, and tracks incidents to determine the extent of students’ misconduct across courses and areas of the College.

Core Component 2E: The institution’s policies and procedures call for responsible acquisition, discovery, and application of knowledge by its faculty, students, and staff.

Subcomponent 1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.

Subcomponent 2. Students are offered guidance in the ethical use of information resources.

Subcomponent 3. The institution has and enforces policies on academic honesty and integrity.
Team Determination:

- Core Component is met
- Core Component is met with concerns
- Core Component is not met

Evidence:
The College maintains an Institutional Research Board, (IRB) which is empowered to set standards, procedures, and expectations, and to exert oversight to research and scholarly processes that impact faculty, staff and students.

The College communicates expectations for academic honesty and integrity through statements on course syllabi, in the student handbook, in the Instructional Guidelines Manual and Board Policy. Further, student behavior is governed by the Student Handbook which provides guidelines for appropriate behavior on college property and in the classroom where plagiarism is not tolerated and academic honesty is expected at all times. It is understood that students may face expulsion and faculty may face disciplinary action for violations of academic honesty and integrity standards. Students in the online environment are held to the same requirements. The library holds workshops on academic honesty and faculty can and do refer students to the library to take workshops. The college has trained staff in the Disability Access center to assist in these efforts when providing accommodations to students completing assignments and examinations.

The SWIC Library partners with academic programs undergoing program review and reviews its collections, both electronic and hardcopy to ensure relevancy and applicability to pursuit of program goals.

Team Determination on Criterion Two:

- Criterion is met
- Criterion is met with concerns
- Criterion is not met

Summary Statement on Criterion:

The site visit confirmed the accuracy of the evidence provided in the Systems Portfolio and provided substantial additional context. The College provides regular workshops for employees, the College’s various union agreements stipulate expectations regarding ethical behavior, and student programming has remained educationally focused while simultaneously providing explicit descriptions about ethical use of information. The college takes quiet pride in its culture of integrity and transparency.

Since 2010 the Board has transparently acted to preserve and enhance the institution while accommodating challenging economic times in the State. Spending has been significantly reduced without creating faculty or staff layoffs while tuition cost has been maintained near the mean when compared to its peer group and the other community colleges in the Illinois system. New board policies were approved to capture new revenue streams including facilities rental, college-website/other advertising, and licensing and merchandising income. In spite of the difficult fiscal measures taken over the past several years due to delays and reductions in State appropriations, Board communication about budget measures and employee trust in the institution’s leadership have combined to maintain high morale among employees and students during a very difficult time for the campus.
The institution provides high quality education, wherever and however its offerings are delivered.

Core Component 3A: The institution’s degree programs are appropriate to higher education.

Subcomponent 1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

Subcomponent 2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

Subcomponent 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).

Team Determination:  _x_ Core Component is met
                      __ Core Component is met with concerns
                      __ Core Component is not met

Evidence:
The College documents and materials provide evidence that the program review process provides formalized and ongoing assessment of the quality, cost, and need of each academic and technical program. It also includes an integrated analysis of market place needs, student performance, and identified learning goals. The Vice President for Instruction is responsible for the Academic divisions and the many Student and Academic Support Services (Enrollment Services, Success Centers, Advising/Counseling, libraries, early alert processes, Faculty Technology, Faculty Development). During the visit the team verified that the program review process is actively utilized for all academic programs and many of the student and academic support departments. The Success Centers, Faculty Development, Library, Enrollment Management, and Financial Aid departments also go through the program review process. The Assessment Coordinator and many faculty work with those other departments that did not traditionally conduct program reviews.

As a part of the review process, faculty members and deans discuss the requirements for the program reviews and one position is selected to edit the program review templates to be used by all academic programs. In all academic reviews the dean, department chair, and faculty are all involved. There are currently nine assessment committees, while the Steering Committee oversees the entire process and most of the committees have faculty chairs. Course outcomes are presented in assessment meetings and core competencies in the programs are shared and reviewed by all involved in the process. Special goals such as diversity are related to outcomes assessment. The visiting team reviewed documents and verified in discussions during the visits that students regularly provide feedback on instruction and programs via online and paper administered course evaluations. Additionally, the College complies with the transfer policies of the Illinois Articulation Initiative for General Education course transfers and has course and program articulations with 4-year colleges.

Occupational programs developed a process to collect and analyze graduate and/or employer surveys to identify strengths and opportunities for their program reviews. These SWIC faculty annually review survey and advisory committee feedback in order to
respond to changing career/employment and transfer needs. Currently seventeen agencies accredit or recognize the College’s occupational offerings.

SWIC uses multiple evaluation processes to measure the effectiveness of the course delivery system via student course enrollment patterns, student focus groups and surveys, evaluation of online courses, environmental scanning activities, course and program articulations, and feedback from advisory communities and employers.

Core Component 3B: The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

Subcomponent 1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.

Subcomponent 2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

Subcomponent 3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

Subcomponent 4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

Subcomponent 5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution’s mission.

Team Determination:  

_x_ Core Component is met
__ Core Component is met with concerns
__ Core Component is not met

Evidence:

Oversight for the development of core competencies is determined and validated through a formalized process led by the full-time faculty Outcomes Assessment Coordinator and the General Education Committee. This committee is comprised of faculty representatives from each instructional division and an instructional dean. The General Education Committee gathered internal and external stakeholder feedback to develop core competency categories for all degree graduates (detailed in Figure 1.1, 2013 SWIC Systems Portfolio) and general educational course requirements that are based on individual academic or technical programs (transfer or workforce) and the College’s mission.

In discussions with faculty it was stated that the institution’s credits transfer fairly easily throughout the State. This ease in transfer is facilitated by a statewide General Education common core (GECC) process facilitated by the Illinois Articulation Initiative (IAI). This statewide collaborative effort is focused on the need to increase
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Student completion. SWIC faculty discussed the need to offer more significant development courses in aide of increasing student completion and have held a series of focus groups to collect students’ thoughts on this topic. Throughout the visit and in multiple meetings, faculty repeatedly stated that academic assessment is faculty driven. Faculty also credited the General Education program for promoting and changing classroom dialogues, communities, and class compositions on multiple topics of diversity. Posters were prominently displayed in classrooms and buildings that visually communicated the importance of the General Education Core Competencies to the Successful Student.

Program specific learning objectives were developed by faculty with feedback from advisory boards, employers, and graduates. These learning objectives incorporate program mission statements, educational goals, program and course-specific competencies, curriculum maps, and the methods and measures for assessment of student learning.

SWIC documents showed that curriculum maps identify courses that address each core competency and help confirm the consistency in which students are engaged in collecting, analyzing and communicating information. In visit discussions, it was evident that SWIC has created curriculum maps for each discipline that map out all core competencies. During the visit the team found the institution was continuing to update this process, especially with the AA program. These maps were used to produce a Successful Student Poster in classrooms to ensure students were getting all the competencies. Additionally, the maps are turned in to the Curriculum Committee as part of process. Faculty believed that there was more success in writing across the curriculum because of mapping.

The Program Review process includes a component focused on the diversity of the student population and requires all degree seeking students to complete a minimum of one human relations course. The Citizenship core competency promotes student understanding of behaviors for interacting in a diverse society. During the visit faculty discussed that they attended presentations on diversity. Other faculty development activities included a faculty reading group (Hidden Assumptions) while a team of faculty are working on assessments for diversity;

Core Component 3C: The institution has the faculty and staff needed for effective, high-quality programs and student services.

Subcomponent 1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.

Subcomponent 2. All instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs.

Subcomponent 3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.

Subcomponent 4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
Subcomponent 5. Instructors are accessible for student inquiry.

Subcomponent 6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Team Determination:  x_ Core Component is met
__ Core Component is met with concerns
__ Core Component is not met

Evidence:
SWIC has formalized processes for identifying, hiring, and retaining quality faculty and staff. Potential employee credentials must be job-related, appropriate to the position, and in alignment with other similar jobs.

During the visit, a random sample review was conducted of the SWIC faculty academic credential files. A copy of the institution’s Minimum Instructor Requirements document was provided by the HR Director. The random sample included files representing the academic divisions, both full-time and part time, and representing a breadth of seniority in terms of date of hire. In totality, the random sample included 11 full-time faculty members and 7 part-time faculty members. The disciplines represented by faculty files were English, Mathematics, Psychology, Chemistry, History, Physical Education, Office Administration & Technology, Art, Business, Horticulture, HVAC/Plumbing, Physics, Management, Paralegal (Business), and Accounting. Some of the files were from hires made in the past few years, others went back a few decades, and the rest were between these two extremes.

The files complied with the Minimum Instructor Requirements document and all full-time and part-time faculty files studied showed a minimum of a completed masters' degree. Among these were one faculty file with significant hours beyond the masters degree, three completed PhD degrees, two completed MBA degrees, and one completed J.D. degree.

Training is available to ensure that employees possess skills necessary for success. In the last thirteen years, according to discussions with faculty and administration, the instructional division has been devoted to faculty development and faculty have been the driving force in institutional faculty development. New faculty members are encouraged to attend three Success Strategies sessions.

In meetings with the Financial Aid department, it was discovered that administrators encourage individuals to lead projects, offer opportunities for employees, regularly practice delegation and sharing of knowledge, promote documenting processes and Action Project-knowledge management.

In a well-attended meeting with Support Staff, training was identified as a continual need due to regular changes in regulations, policies, and technology. Currently there main training comes from videos, webinars, and State resources.

Administrators are formally evaluated annually with emphasis on their effectiveness in performing job duties and their progress toward tactical objectives. The tenure-
track faculty evaluation process includes a planning conference and two evaluation conferences. Recommendations for promotion are based on student, peer and supervisor evaluations that include classroom observations. The College uses a traditional annual performance evaluation cycle/process for staff and administrators. Tenure track faculty have a planning conference and two evaluation conferences, one with the dean and one with the tenure committee. There is not currently a process to formally collect faculty or staff feedback in administrator evaluations.

The team found evidence of formal strategies for retention of employees and as was previously stated, a robust faculty development program. Faculty stated that funds were provided for individual faculty development; for meetings, journal subscriptions, and special projects. Division approval is required. The institution requires a feedback loop which consists of a report on what was accomplished. If the feedback is not completed, future funding to the individual may not be provided. Release time can also be applied for and if approved, requires a presentation.

**Core Component 3D:** The institution provides support for student learning and effective teaching.

- **Subcomponent 1.** The institution provides student support services suited to the needs of its student populations.
- **Subcomponent 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.
- **Subcomponent 3.** The institution provides academic advising suited to its programs and the needs of its students.
- **Subcomponent 4.** The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution’s offerings).
- **Subcomponent 5.** The institution provides to students guidance in the effective use of research and information resources.

**Team Determination:**

- x Core Component is met
- ___ Core Component is met with concerns
- ___ Core Component is not met

**Evidence:**

Student academic support is provided by the Counseling Center, Library, Career Activities and Employment Center, Personal Advocate Linking Services, Success Centers, and Disability and Access Center. Meetings with these groups provided evidence of many student-centered practices that are continually reviewed and improved. The high level of employee collaboration was impressive throughout the visit and the team found no evidence of silo thinking. Committees include a broad representation of individuals from across the College. Faculty were prevalent in multiple areas as mentors, trainers, and consultants in many of the student and academic support areas. Faculty also regularly allowed personnel from these divisions to attend particular meetings to provide relevant new information, changes, and updates.
Faculty needs are addressed through a Faculty Development program and a Faculty Technology Center. The IT, Security, and Facilities departments were cited as providing valuable support and assistant along with the institution’s Help Desk services. As is common practice, the Library services provide resources and technology to support both students and faculty.

The College uses the Community College Survey Student Engagement to identify and track student academic and support needs. This type of survey data are used in planning, identifying improvement areas, and implementing changes to processes and systems. SWIC also has a current Action Project based on academic advisement. They have recently changed to a system of general advisors vs. specialists who work closely with faculty and other student and academic support personnel. Again, they work in a highly collaborative manner, undergo regular training, and work closely to ensure that services are equivalent at all of the College’s educational sites and online.

Dual enrollment students are increasing in numbers and SWIC has developed a system titled Delegated Access Project. This system allows students to grant parents a certain level of access to the students’ accounts to pay bills and eventually access final grades for courses. The College also requires dual enrolled students to fill out FERPA waivers in order to offer them supportive services.

A recent addition to services is a Veteran to Veteran Tutoring program in the Success Center at each location. The College has a large population of Veteran students. They combined the Veteran services and Career services departments and provided a Center to house these services and personnel. One of the events for Veterans is a large Job Fair for students with over 120 businesses that participate.

The visiting team meetings indicated that there is support for students in the Counseling Center at each campus, Career Activities & Employment Center, Personal Advocate Linking Services (PALS), and the Disability and Access Center. The College also has a Center to Center for web-based synchronous tutoring to serve students at other campuses.

There were a number of negative comments from the HLC Student Opinion Survey about counseling/advising students, being given the wrong information; students finding out they had to take more courses than planned; counselors not knowing what they are doing. There were also several negative comments about the enrollment process stating it was too cumbersome, unclear, too many runarounds to get enrolled, and problems with financial aid. However, there were many positive comments about counseling, financial aid, faculty, and in general the College providing a supportive teaching and learning environment. A new academic advising model of generalist advisors has been implemented in order to attempt to ameliorate these student concerns.

During the visit the team members talked with students via a drop-in open forum and a student leaders group. Overall, the students had high praise for the institution. Students discussed services, programs, student groups and organizations, the supportive culture provided by SWIC, and other topics. A few students voiced complaints about inconsistencies in advising student Veterans, student clubs having
difficulty finding faculty sponsors, and the need for a coordinating council for the numerous student groups and organizations.

**Core Component 3E:** The institution fulfills the claims it makes for an enriched educational environment.

**Subcomponent 1.** Co-curricular programs are suited to the institution’s mission and contribute to the educational experience of its students.

**Subcomponent 2.** The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

**Team Determination:**

- _Core Component is met_
- __Core Component is met with concerns_
- ___Core Component is not met_

**Evidence:**

The Success Centers, located at each campus, provide tutoring, workshops, and computer access for students. Success Center staff work with academic departments and faculty to enrich and supplement classroom instruction. Center staff also participate in the Outcomes Assessment program to fully understand student learning objectives.

Success Center at each campus, supplement and enhance classroom instruction and help students with tutoring, workshops, and computer access and assistance. The Success Centers offer academic support services and programs. Peer and professional tutors provide tutoring for classes across the curriculum at the district-wide Success Centers. In addition to tutoring, tutoring specialists are liaisons to their respective departments and work with the faculty to ensure that the tutoring needs of their students are being met. The visiting team met with personnel working in the Success Centers and students receiving their services. The team found abundant evidence that the employees are dedicated to student success and are open to suggestions and ideas from faculty and other groups centered on improving and expanding services. One strong indicator of effectiveness of the Centers and other services is that SWIC's student retention numbers have been climbing over the past few years. Students expressed appreciation of the Success Centers. The only student complaint about the Success Centers during the visit centered on a need for expanded hours of services.

**Team Determination on Criterion Three:**

- _Criterion is met_
- __Criterion is met with concerns_
- ___Criterion is not met_

**Summary Statement on Criterion:**

SWIC provides evidence that its degree programs are appropriate to higher education through processes that provide feedback from employers, graduates, and transfer institutions in the development of the programmatic and core learning objectives,
program review, program advisory committees, graduate surveys, and the development of educational pathways. Faculty and administrators annually review this feedback along with the effectiveness of the course delivery system. Student and other feedback is also regularly reviewed and evaluated in order to make improvements in classroom technology. In point of fact, the team found a high level of continuous improvement throughout the institution along with active Action Projects that drive institutional change and innovation.

SWIC provides ample evidence that demonstrates the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs. The institution’s extensive and often innovative processes provide oversight and broad involvement with the development, assessment, and communication of core competencies, program specific learning objectives and outcomes, educational goals, and programmatic mission statements. It was evident during the visit that all employee groups are engaged in supporting student learning and a continuous quality environment.

The College also provides sufficient evidence that it provides support for student learning and effective teaching through the Counseling Center, Career Activities and Employment Center, Personal Advocate Linking Services, and the Disability and Access Center. Academic support includes tutoring, an early alert system Project Success, library services, and supportive technology. A faculty development program supports faculty needs and addresses faculty issues and concerns about teaching and learning. The traditional support services such as IT, Facilities, and Public Safety are actively working to support the institution’s employees, students, and the infrastructures that are required in and educational environment.

SWIC provides evidence of an enriched educational environment by currently expanding its efforts to include student learning assessments that are linked to the College’s core competencies and adding a representative from support services to the OA Steering Committee. Employees from multiple key areas of the College collaborate to ensure student success and provide a supportive culture focused on teaching and learning. The Success Centers provide tutoring, workshops, computer access and staff work with academic departments and faculty to provide relevant assistance to students. Students are actively engaged in co-curricular groups and student organizations and provided many positive comments about the services and the educational opportunities available at SWIC.

**CRITERION FOUR: 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.

**Core Component 4A:** The institution demonstrates responsibility for the quality of its educational programs.

- **Subcomponent 1.** The institution maintains a practice of regular program reviews.
- **Subcomponent 2.** The institution evaluates all the credit that it transcripts, including what it
awards for experiential learning or other forms of prior learning.

**Subcomponent 3.** The institution has policies that assure the quality of the credit it accepts in transfer.

**Subcomponent 4.** The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

**Subcomponent 5.** The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

**Subcomponent 6.** The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

**Team Determination:**
- Core Component is met
- Core Component is met with concerns
- Core Component is not met

**Evidence:**
The College has established a robust Program Review process which accomplishes the integration of the periodic review of its degree and certificate programs with factors that assess student learning and needs for improvement to the budgetary decision-making process. Each academic program is formally reviewed on a five-year rotation. Faculty work in concert with department chairs and program coordinators in preparing the review before submitting it to the respective deans. SWIC is to be commended not only for having in place sound program review practices, but for having an outcomes assessment that is truly faculty-conceived and faculty-led. The program review process employs a template, and includes 10 measures for cost, quality and program improvement.

The outcomes assessment process established for instructional programs is now being used as a model for initiating outcomes assessment in academic support units. Progress with this particular initiative is being led by the Co-curricular Outcomes Committee. Progress to date includes mission-aligned vision statements for each unit and measurable goals.

Acceptance of transfer credit from coursework completed at another college is available for students. To assure the quality of those transfer credits, the College complies with the transfer policies of the Illinois Articulation Initiative (IAI) for those general education course transfers. For occupational areas, program faculty review course descriptions and objectives to ensure the student expectations/skills sets are congruent.

Chairs/coordinators assist their dean with checking credentials of all faculty, including dual credit and contractual faculty. The Minimal Instructional Requirements
(MIR) manual serves as a requisite guide in the determination of faculty credentials. All files are secured in the Human Resources office. A review of random full-time and adjunct faculty files found practice to be compliant with stated SWIC policy and HLC Guidelines.

The institution requires consistency in learning objectives and required assessments between dual credit and regular SWIC sections. Department chairs and program coordinators review and approve dual credit teacher credentials prior to hiring, and provide routine mentoring.

The quality of many occupational programs is further validated through program specific accreditation requirements or adherence regulation by an oversight board or association. Seventeen such agencies accredit or recognize the college’s occupational offerings, all of which are currently in good standing with said agencies.

Several claims indicating that “transfer program faculty receive feedback from senior institutions as they report the performance of SWIC’s graduates during their junior and senior years,” were noted during the site visit. Feedback from the receiving institutions, though not reviewed during the visit, was described as quite favorable regarding the preparation of SWIC graduates. The extent of such interactions between other SWIC academic departments and receiving institutions was not confirmed.

Each campus/location has an established Student Success Center. Each center provides tutoring services, study rooms, study skills assistance, online writing lab (OWL), Campus-to-Campus Tutoring, and Veteran-to-Veteran Tutoring. All tutors are approved by respective faculty members and receive a minimum of six hours of training. Student Success Centers saw 94,000 students (duplicated) in AY2014-15. Faculty interviewed were highly complimentary of academic support services at SWIC; likewise, the academic support services expressed appreciation for the engagement and support they receive from faculty.

Specialized accreditations, placement rates, transfer rates, and employment rates are noted on the institution’s website.

**Core Component 4B:** The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

**Subcomponent 1.** The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

**Subcomponent 2.** The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.

**Subcomponent 3.** The institution uses the information gained from assessment to improve student learning.

**Subcomponent 4.** The institution’s processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

**Team Determination:** _X_ Core Component is met
Evidence:
SWIC has established a substantial faculty-led assessment committee. The Outcomes Assessment Steering Committee has oversight responsibilities for each of the OA committees. These committees include: Discipline Committee, AA/AS Degree Completion Committee, Co-Curricular OA Committee, General Education OA Committee, and the Citizenship, Reasoning Skills, and Communication Skills committees—for the General Education Core Competencies.

Reports of student learning as well as recommended changes are submitted to the Disciplines committee and are included in the Program Review process, mandated by the Illinois Community College Board (ICCB) and the Illinois Board of Higher Education (IBHE). Each program review requires an analysis of student performance data and directions for improvement based on the data. All programs are reviewed once within a five year period. Student learning is a major component of that review process for curricular programs. The assessment and Program Review processes require faculty to continually review and evaluate course and program/degree/discipline objectives as well as the teaching methodologies used to foster student learning.

SWIC is in the initial stages of program review and assessment of its co-curricular programs. The institution has established a standing Co-Curricular Outcomes Assessment Committee.

**Core Component 4C:** The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

- **Subcomponent 1.** The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.

- **Subcomponent 2.** The institution collects and analyzes information on student retention, persistence, and completion of its programs.

- **Subcomponent 3.** The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.

- **Subcomponent 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.)

**Team Determination:**
- X. Core Component is met
- __ Core Component is met with concerns
- __ Core Component is not met

**Evidence:**
In 2013 the institution created an AQIP Action Project re: retention, "Improving Institutional Processes to Achieve Enhanced Student Retention." A number of initiatives came from this and other endeavors including reconfigured Success Centers, new Academic Advising model, and integrated Enrollment Services offices. The English Department’s retention initiatives stand out as significant advancements in this area. Developmental Mathematics faculty are encouraged to look into developing similar strategies.

As these initiatives are new, results are not available at this time. However, the institution has data from previous efforts. In 2013, the College reported that “Retention of first-time/full-time (2010 IPEDS cohort) is 62%, up from 55% in 2008. The College website currently shows 2012-2013 IPEDS data including student diversity, fall retention rates, graduation/completion rates, and transfer-out rates.

Through use of “the cube” and its business intelligence unit, the College reported in 2013 increasing sophistication regarding mining, reporting, and using data. Use of “the cube” is ubiquitous across the College and has been helpful to staff in pulling data for particular data analysis and report writing.

One particular initiative, Project Success, is an Early Alert System. Students identified by faculty as being at risk academically in a course are contacted and asked to come in for a one-to-one session regarding what is working for them and what is not. Successful class completion for those who participate is 10% to 15% higher that students identified who do not participate in the program; the two-semester retention rate for participating students is 10% higher than for those identified students who choose not to participate. In addition, reporting faculty receive notes regarding the outcome of the one-to-one session with the student. Because of the longitudinal, positive data for this initiative, members of the visiting team suggested that this might be a best practice worthy of presentation at the HLC conference.

Finally, since its last visit SWIC has implemented the degree audit functionality in its student administration system. This is a web-based tool that enables students to monitor their progress toward program completion independently. Staff claim that use of this tool has reduced the number of denied applications for graduation.

Faculty and staff interviewed during the visit consistently articulated a shared goal of managing enrollments not through recruiting, but through retaining SWIC students once they are enrolled.

Team Determination on Criterion Four:
  _X_ Criterion is met
  __ Criterion is met with concerns
  ___ Criterion is not met

Summary Statement on Criterion:
SWIC has continued along its journey of continuous quality improvement in the area of Teaching and Learning: Evaluation and Improvement. Expectations for faculty (whether they be full-time or adjuncts) are equivalent. Common course syllabi, student assessments and outcomes are equal.

Students (whether they are traditional, online, or dual credit) have the same expectations from their faculty. Student support services are equivalent across all three locations and are readily available to online students. The Online Writing Lab (OWL) and Campus-to-Campus Tutoring are two clear examples.

The academic Program Review process is robust and well-established. Co-curricular and support services Program Review processes have begun but are newer and therefore less robust. On the other hand Outcomes Assessment across the institution is both comprehensive and robust. It is faculty-led and clearly a part of the college culture.

The institution has acknowledged the need for, and shown recent growth and purpose in tracking student success using the metrics of retention, persistence, graduation/completion, and transfer-out rates. Determination of benchmarking and plans for continuous growth and improvement in outcomes assessment are an opportunity for SWIC.

**CRITERION FIVE: Resources, Planning, and Institutional Effectiveness.** The institution’s resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

**Core Component 5A:** The institution’s resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

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

**Team Determination:**
- x. Core Component is met
- _._ Core Component is met with concerns
- _._ Core Component is not met

**Evidence:**
The current strategic planning process is a proactive system that scans internal and external environments, and seeks to integrate leadership and community. The College is proposing revision to the policy of procedures related to Strategic Planning to include affordability through sustained/efficient management. SWIC is developing Key Performance Metrics in alignment with the revised strategic plan and Higher Learning Commission’s criteria for accreditation. The proposed process will align planning with budget development process. The proposed policy states that all activities will align with the mission and values of the College and to the strategic plan, tactical plans, annual employee reviews, and other processes provide unified direction, employee commitment, and a robust system of annual review.

Although cost-containment is practiced as a matter of good stewardship, the Board of Trustees has directed that the measures taken not impact the College’s educational mission nor consist of layoffs. The College utilizes a process of reallocation of existing divisional funding to align resources to priorities. In recent years the State of Illinois has been delaying payments of its financial allocations to its colleges and universities. SWIC has received some delayed payments; however, at this point the State is substantially behind in payments to the College which has led to numerous budget reductions over time. Additionally, SWIC does not yet know the status of funding for FY 2015-2016. The College has been advised not to assume retroactive payment of expenditures made before the budget is approved. The College administration has been conservatively managing resources and has taken proactive steps to balance the institution’s budget. Some concrete examples of these reductions and strategies are:

• Four years ago administrators took a one year freeze and then this practice was repeated in a following year,
• The administration also negotiated with adjuncts for a one year freeze; and the full-time faculty for a one year freeze,
• The collective bargaining unit for support staff came to table unsolicited with a proposed one year freeze,
• No capital projects funding the purchase of occupational or technical equipment have been authorized to date and will not be authorized until such time as the state budget is adopted,
• There are currently 14-17 full-time vacant faculty positions being held until SWIC’s fiscal situation becomes clear,
• The College Foundation is attempting to “elevate” its strategies for raising funds and has recently received an anonymous donation of one million dollars,
• Related to the Foundation efforts and marketing strategies, the College is developing numerous events at the main campus and other sites in celebration of its 70th year to raise awareness of the institution and possibly connect with potential donors,
• The “Rise to Serve” slogan is highly visible campus-wide and this emphasis appears to be igniting interest in the College and it’s veteran student program,
• The College Foundation and Marketing department are collaborating on a 70th Anniversary capital campaign that has already reached $1M of a $3M goal over two years.
• The College has initiated annual budget cuts overall due to the fact that since the Fiscal Year 2010, State funding is significantly down,
• So far this year, without a state budget, SWIC currently has lost 100% of its state revenue which constitutes 18% of its annual budget for this fiscal year.
• SWIC has also balanced budgeting and managed resources with staffing between adjuncts and full-time faculty (however there remains a strong commitment to ensuring that at least 50% of SWIC’s courses are taught by full-time faculty),
• Over time SWIC has negotiated “levels and types” of faculty (such as visiting faculty, and professor emeritus) to create savings.

The College President and administration will be taking other carefully considered recommendations of actions to save additional fiscal resources, to the next Board of Trustees meeting scheduled on November 9, 2015.

SWIC determines job credentials and skills for non-faculty through collaboration between supervisors, vice presidents, and the Human Resources Office and for faculty through interactions between a dean, the curriculum committee, vice president, and the SWIC Faculty Union. Credentials must be job-related, appropriate to the position and in alignment with other similar jobs. SWIC has multi-tiered processes for ensuring that employees possess the credentials, skills, and values required for each position. Processes include using hiring committees that are trained by the Director of Human Resources in proper screening protocols and using chairs or program coordinators to assist with checking credentials. The College has a requirement to ask faculty candidates questions about student learning assessment and require a demonstration of teaching skills. To ensure that employees possess skills necessary for success post-hire, supervisors request training from the HRO for staff members as needed.

Faculty professional development is well developed and robust. Faculty led committees approve professional development requests. Faculty requesting funds must indicate expected benefits they will receive from professional development opportunities and must report back on what benefits they did receive in order to be eligible for funds in the future. Staff professional development is reportedly not as well developed or robust. Staff would like to see additional opportunities and trainings to help keep them current in their job responsibilities.

SWIC provides numerous training opportunities, such as Title IX, online learning, and diversity awareness. Speakers and events occur mostly during opening weeks activities but are on-going throughout the academic year. Participation is not mandatory for all sessions but is required for some offerings based on compliance and/or identified institutional needs. Feedback is collected after every training, workshop, and opening week speaker events. Feedback is used to determine additional trainings and professional development opportunities.

SWIC has an AQIP Action Project on Knowledge Management which is focused on creating a common, agreed upon set of data definitions and identifying key data needs. Recently closed AQIP Action Projects focused on process mapping, access to technology and business intelligence.

The College has expanded its physical base with new buildings and major renovation projects. It also served an annual FTE of 9,482 students in FY12 with an annual budget of $112,215,952 and its expenditures per credit hour were $388.69 compared to the Illinois state average of $405.12. Revenue is relatively stable, expenditures are under budget and, importantly, the College has built an audited FY14 net position of $107,579.094 and a fund balance for the Education and Operations and Maintenance
funds of $27,701,109 to safeguard its continued ability to fulfill its mission.

Core Component 5B: The institution’s governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

Subcomponent 1. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution’s governance.

Subcomponent 2. The governing board is knowledgeable about the institution; it provides oversight for the institution’s financial and academic policies and practices and meets its legal and fiduciary responsibilities.

Subcomponent 3. The institution enables the involvement of its administration, faculty, staff, and students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Team Determination:  

x__ Core Component is met  
__ Core Component is met with concerns  
__ Core Component is not met

Evidence:

The process of making decisions at SWIC involves reaching consensus at the divisional/departmental level, and then recommendations are taken by the respective deans/directors to their vice president and the president, with final approval provided by the Board of Trustees. The Board of Trustees utilizes a sub-committee process for meeting with key stakeholders in advance of scheduled monthly Board meetings to facilitate decision making. All Board policies, procedures, and meeting minutes are stored on the College’s intranet site, InfoShare. Process maps are also located there. The College is transitioning to using InfoShare to store all internal documents and use this site as a communications tool.

AQIP Action Project teams play a key role in institutional decision making. These projects – each of which requires collaboration between faculty, staff, and administrators – are a means by which the College enhances the capabilities of employees throughout the institution. AQIP Action Projects allow for leadership development in all employee groups.

Faculty and administrators are able to participate in leadership development through conferences, seminars, and programs. There is also broad college participation on committees. Department supervisors share information with staff at monthly meetings and more often as needed.

Leadership development at SWIC includes administrator participation in programs like Leadership Belleville and the Illinois Council of Community College Administrators Leadership Academy. Faculty members have the opportunity to participate in institutional leadership roles. Faculty are actively engaged and participate in assessment, program review and collaborate extensively with student Success Centers.
SWIC does not have a formal faculty senate but the faculty union serves that function. Administration and faculty unions work collaboratively. The College’s committee structure facilitates faculty participation and engagement. Sessions during the visit provided evidence that faculty are engaged and have a positive relationship towards administration.

Core Component 5C: The institution engages in systematic and integrated planning.

Subcomponent 1. The institution allocates its resources in alignment with its mission and priorities.

Subcomponent 2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

Subcomponent 3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

Subcomponent 4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution’s sources of revenue, such as enrollment, the economy, and state support.

Subcomponent 5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Team Determination:  

- Core Component is met
- Core Component is met with concerns
- Core Component is not met

Evidence:
The current strategic planning process is a proactive system that annually scans internal and external environments, and seeks to integrate leadership and community. Components of the annual environmental scanning process is described in the College’s Economic Overview & Program Gap Analysis document. Included in this process is a Program Gap Analysis that provides strong evidence of applying best practices. With this document, the Planning team has access to an overview of the local economy and a break-down of jobs by industry, occupation, and unemployment data. In addition to the Economic Overview & Program Gap Analysis, the Planning team also utilizes a formalized Environmental Scan document that catalogues economic and demographic data pertaining to the region. The College is proposing revision to the policy of procedures related to Strategic Planning to include affordability through sustained/efficient management. SWIC is developing Key Performance Metrics in alignment with the revised strategic plan and Higher Learning Commission’s criteria for accreditation. The proposed process will align planning with budget development process. The proposed policy states that all activities will align with the mission and values of the College to the strategic plan, tactical plans, annual employee reviews and other processes provide unified direction, employee commitment and a robust system of annual review.

The administrative performance evaluation system encourages that annual objectives are aligned with strategic and tactical plans. In the proposed policy and procedure on strategic planning, the planning cycle aligns with the budget development cycle. The
proposed process includes collecting feedback from key internal and external stakeholders. Vice presidents accept specific issues for action and follow-up discussion. As necessary, working groups are developed, or issues are referred to standing committees.

Core Component 5D: The institution works systematically to improve its performance.

Subcomponent 1. The institution develops and documents evidence of performance in its operations.

Subcomponent 2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Team Determination: x Core Component is met
__ Core Component is met with concerns
__ Core Component is not met

Evidence:
SWIC has a culture that has embedded continuous quality improvement. The College has participated in the AQIP pathway since that program’s early days. Conversations with college personnel reveal a forward thinking, positive, improvement orientation. AQIP action projects are developed from feedback received from its Systems Portfolio Appraisal and internal identification of needed improvements.

On the instructional side, Program Review and Outcomes Assessment (OA) processes generate data and performance information needs that are incorporated in the plans. On the non-instructional side, in addition to Program Review, the College engages in periodic self-assessment using nationally-normed assessment tools (e.g., CCSSE) which generate additional data and performance information needs.

The College has declared an AQIP Action Project focused on Knowledge Management. The current Action Project is focused on determining common data definitions and identifying the top data needs for all departments. This project grew out prior projects focused on business intelligence (BI) and access to technology. The College has identified specific tools used to select, manage and distribute data and performance information in support of planning and improvement efforts including the PeopleSoft Report Manager and query functions, as well as additional applications such as nVision and Crystal Reports. BI, in conjunction with the AQIP Infrastructure Action Project, is developing a formal BI function that will enhance the institution’s ability to manage, analyze, and distribute data and performance information to support planning and improvement efforts across all levels of the institution. Department and institutional Intranet sites and dashboards are being built in InfoShare to facilitate sharing information on departmental performance and overall institutional performance.

Overall institutional performance information is collected through several processes such as the ICCB Program Review, IBHE Performance Report, ICCB Salary Survey, the ICCB Unit Cost Report (discontinued by the ICCB in 2012), performance measures listed on the IT Portfolio, and performance indicators specific to the strategic plan.

The Report Center provides numerous enrollment reports on vital enrollment statistics.
and additional analysis tools. In April 2013, student retention data was added to the data warehouse and additional retention reports and analysis capabilities have been added to the Report Center.

Analyses occur at multiple levels and ultimately funnel to the president’s staff, the Strategic Planning Council, and the board’s Planning and Policy Committee. As data and analysis become available, vice presidents require departmental engagement to explore opportunities for self-improvement. The sharing of performance data is embedded in the strategic planning process. As these reports are reviewed and accepted, improvement needs are identified and referred or resolved.

Team Determination on Criterion Five:

- Criterion is met
- Criterion is met with concerns
- Criterion is not met

Summary Statement on Criterion:

The site visit confirmed the accuracy of the evidence provided in the Systems Portfolio and provided substantial additional context. The College provides evidence that it is fiscally responsible and has reduced its expenditures without compromising its mission to serve students or lay off personnel. This continued fiscal stewardship in the face of multi-year fiscal challenges related to State funding is to be commended and could serve as a model of effective budget management. Additionally, SWIC’s proposed policy revision to the planning process specifically highlights sustainable/efficient management and identifying additional revenue sources. The College has built an audited fund balance to safeguard its continued ability to fulfill its mission.

The College provides evidence that the institution’s governance and administrative structures promote effective leadership and support collaborative processes that enable mission fulfillment through a system of consensus-based decision making; AQIP Action Project teams play a role in decision-making; the Board of Trustees uses a sub-committee process for meeting key stakeholders in advance of Board meetings; leadership development programs; and faculty members participating in institutional leadership roles.

The College provides evidence that it engages in systematic and integrated planning through the alignment of employee annual objectives with strategic and tactical planning; a proactive strategic planning process that includes environmental scanning; routinely monitored key data elements; and a system of vice presidents accepting specific issues for action and follow-up.

The College also provides evidence that it works systematically to improve its performance through the Program Review and Outcomes Assessment processes; periodic self-assessment using nationally-normed assessment tools; Business Intelligence (BI) function to enhance management, analysis, and distribution of data and performance information; institutional performance information that is collected via the ICCB Program Review, IBHE Performance Report, and ICCB Salary Survey; and review and analysis of data and reports by the Strategic Planning Council and the Board’s
Planning and Policy Committee. Recent AQIP Action Projects support a culture of continuous quality improvement.

IV. COMMITMENT TO CONTINUOUS QUALITY IMPROVEMENT (CQI)

A. Levels of Organizational Maturity in Relation to AQIP Categories.

Category One: SWIC has provided evidence of a maturing student and stakeholder centered culture in the area of Helping Students Learn. The visiting team found an abundance of formalized and institutionalized processes and systems that promote continuous improvement efforts that push positive change. AQIP Action Project teams play a key role in institutional decision making. These projects – each of which requires collaboration between faculty, staff, and administrators – are a means by which the College enhances the capabilities of employees throughout the institution. AQIP Action Projects allow for leadership development in all employee groups.

Category Two: SWIC has three major distinctive objectives for external stakeholders (Lifelong Learning, Partnerships, and Diversity & Accessibility), and it supports multiple programs and activities within each distinctive objective. The visiting team found that efforts in these areas have seen increased participation over the last few years and additional related programs have been added. The College provided evidence of its programs for community members and senior citizens, an expanding Veterans program and has many highly productive partnerships with business and industry. The College Foundation has recently increased its efforts to promote SWIC and recently received a substantial donation while an Arts Center was constructed that was mainly funded with community donation.

Category Three: SWIC provided strong evidence of processes and performance results and has developed a culture and infrastructure of continuous quality improvement. The College is poised to achieve greater results by expanding its assessment abilities and by collecting and analyzing data to inform continuous improvement in understanding students and other stakeholders. Faculty members serve as mentors for individuals in departments other than Instruction in order to support a centralized system of institutional review. The visiting team repeatedly found examples of collaboration and sharing resources in order to serve students and other stakeholders. The implementation of Success Centers is an outstanding example of partnerships and collaborative efforts to support student success.

Category Four: SWIC has developed solid processes and systems to support hiring, business procedure documentation, and the orientation of new employees. In response to the HLC Feedback Report, SWIC has made improvements in measuring and improving employee satisfaction and effective performance. The College has improved in its processes of systematic collection of formal and informal data along with standardized processes to analyze those data for improvement. Additionally, committees include a broad representation of individuals from across the College. Faculty were prevalent in multiple areas as mentors, trainers, and consultants in many of the student and academic support areas. Faculty also regularly allowed personnel from these divisions to attend particular meetings to provide relevant new information, changes, and
updates. These more recent efforts have increased data-based decision-making and provides evidence of institutional maturation in Valuing People.

**Category Five:** SWIC communicated and displayed its Mission and Values across the College community. Additionally, it has centralized and better defined the process for making important institutional decisions. Planning efforts at SWIC are robust and consistent, and reflect a strong, enculturated institutional commitment to continuous quality improvement. Meetings with many groups provided evidence of many student- and employee-centered practices that are continually reviewed and improved. The high level of employee collaboration was impressive throughout the visit and the team found no evidence of silo thinking. The College regularly sets and communicates targets for improvement and implements improvement plans while tracking and measuring performance results that enables the College in developing comparative data for internal and external examinations of performance. The College provided evidence of formal and informal planning for leadership succession process and many divisions are completing manuals that document key departmental processes. Institutional processes and performance results in Leading and Communicating have improved and matured since the last Systems Portfolio in 2013.

**Category Six:** SWIC has many formalized and institutionalized processes and systems that promote Supporting Institutional Operations and is maturing in data collection and analysis. The College provided evidence of a more recent comprehensive system for setting targets, and it was abundantly clear that the culture and infrastructure supports improvement and that Action Projects are used effectively to develop and change processes. Since the last Systems Portfolio, the College has developed and uses qualitative measures to measure satisfaction and value added to stakeholders for many services. The new Success Centers and the improvements in the Academic Alert system provide evidence of formalizing processes and systems. The College also provided evidence of a mature system for Facilities, Technology, and Safety short- and long-range planning and of training regularly provided for employees.

**Category Seven:** SWIC provides strong evidence of a maturing culture and infrastructure in Measuring Effectiveness and has accomplished many noteworthy recent improvements in this area. The current strategic planning process is a proactive system that annually scans internal and external environments, and seeks to integrate leadership and community. Components of the annual environmental scanning process is described in the College’s Economic Overview & Program Gap Analysis document. Included in this process is a Program Gap Analysis that provides strong evidence of applying best practices. With this document, the Planning team has access to an overview of the local economy and a break-down of jobs by industry, occupation, and unemployment data. In addition to the Economic Overview & Program Gap Analysis, the Planning team also utilizes a formalized Environmental Scan document that catalogues economic and demographic data pertaining to the region. SWIC has improved its processes in reliability, stability, security, and access that are all vital components of a highly effective system for managing and using internal and external data to make sound decisions and drive improvement and change.

**Category Eight:** SWIC provides evidence of a maturing culture and infrastructure that enhances planning, improvement, and collaboration. The College has many formalized
processes and systems that promote continual improvements in using data to track performance results, and make data-based decisions. Employee development and performance evaluation prepares stakeholders to effectively participate in planning and Action Projects. Faculty are often involved in designing training and mentoring individuals and departments in the assessment and evaluation of processes and systems. Multiple departments work collaboratively and bring in individuals from other departments to share progress, changes, and best practices. SWIC has improved its effectiveness and continual improvement processes, thus strengthening its culture of continuous planning improvement processes.

Category Nine: SWIC provided evidence of maturation in “Engaging, Partnering, and Collaborating with Communities and Educational Institutions” that have led to strong relationships with organizations and educational institutions in its region. These external collaborations are routinely evaluated using a variety of measures of success to assure that the relationships continue to benefit the College. SWIC also provided evidence of aligning planning and partnerships with its Mission and Values. The College has multiple plans underway to raise the awareness of its services and outreach with the community and businesses. Administrators discussed planning and preparations for the College’s 70th year activities and celebrations that was kicked off with the 2015 Presidential Gala. The visiting team was provided with the Catalyst publication that documented the event and provided information about the College and its improvements.

B. Evidence of Principles of High Performance Organizations

SWIC understands the value and need of external partnerships and collaborations in meeting its mission. As a notable area of strength, SWIC has cultivated meaningful and purposeful partnerships nationally, statewide, and within the region.

The current strategic planning process is a proactive system that annually scans internal and external environments, and seeks to integrate leadership and community. The College is proposing revision to the policy of procedures related to Strategic Planning to include affordability through sustained/efficient management. SWIC is developing Key Performance Metrics in alignment with the revised strategic plan and Higher Learning Commission’s Criteria for Accreditation. The proposed process will align planning with budget development process. The proposed policy states that all activities will align with the mission and values of the College to the strategic plan, tactical plans, annual employee reviews and other processes provide unified direction, employee commitment and a robust system of annual review.

V. COMMITMENT TO AQIP PATHWAY

A. Actions That Capitalize on Systems Appraisal Feedback

- Conversations with college personnel reveal a forward thinking, positive, improvement orientation. AQIP action projects are developed from feedback received from its Systems Portfolio Appraisal and internal identification of needed improvements.

- The College provides evidence that it is fiscally responsible and has reduced its expenditures without compromising its mission to serve students or lay off
personnel. This continued fiscal stewardship in the face of multi-year fiscal challenges related to State funding is to be commended and could serve as a model of effective budget management.

- SWIC’s proposed policy revision to the planning process specifically highlights sustainable/efficient management and identifying additional revenue sources. The College has built an audited fund balance to safeguard its continued ability to fulfill its mission.

- One particular initiative, Project Success, is an Early Alert System. Students identified by faculty as being at risk academically in a course are contacted and asked to come in for a one-to-one session regarding what is working for them and what is not. Successful class completion for those who participate is 10% to 15% higher that students identified who do not participate in the program; the two-semester retention rate for participating students is 10% higher than for those identified students who choose not to participate. In addition, reporting faculty receive notes regarding the outcome of the one-to-one session with the student. Because of the longitudinal, positive data for this initiative, members of the visiting team suggested that this might be a best practice worthy of presentation at the HLC conference.

B. Actions That Capitalize on Strategy Forum Participation

SWIC has a culture that has embedded continuous quality improvement. The College has participated in the AQIP pathway since that program’s early days. Conversations with College personnel reveal a forward thinking, positive, improvement orientation. AQIP action projects are developed from feedback received from its Systems Portfolio Appraisal and internal identification of needed improvements.

C. Actions That Capitalize on Action Projects

- The College has declared an AQIP Action Project focused on Knowledge Management. This project is focused on determining common data definitions and identifying the top data needs for all departments and grew out prior projects focused on business intelligence (BI) and access to technology.

- The College has identified specific tools used to select, manage and distribute data and performance information in support of planning and improvement efforts including the PeopleSoft Report Manager and query functions, and additional applications such as nVision and Crystal Reports. BI, in conjunction with the AQIP Infrastructure Action Project, is developing a formal BI function that will enhance the institutions ability to manage, analyze, and distribute data and performance information to support planning and improvement efforts across all levels of the institution. Department and institutional Intranet sites and dashboards are being built in InfoShare to facilitate sharing information on
departmental performance and overall institutional performance.

- The College provides evidence that the institution’s governance and administrative structures promote effective leadership and support collaborative processes that enable mission fulfillment through a system of consensus-based decision making; AQIP Action Project teams play a role in decision-making; the Board of Trustees uses a sub-committee process for meeting key stakeholders in advance of Board meetings; leadership development programs; and faculty members participating in institutional leadership roles.

- In the classroom, faculty and administrators annually review feedback along with the effectiveness of the course delivery system. Student and other feedback is also regularly reviewed and evaluated in order to make improvements in classroom technology. The team found a high level of continuous improvement throughout the institution along with active Action Projects that drive institutional change and innovation.

D. Commitment to Active Engagement in AQIP

The College provides evidence that the institution’s governance and administrative structures promote effective leadership and support collaborative processes that enable mission fulfillment through a system of consensus-based decision making; AQIP Action Project teams play a role in decision-making; the Board of Trustees uses a sub-committee process for meeting key stakeholders in advance of Board meetings; leadership development programs; and faculty members participating in institutional leadership roles.

VI. TEAM RECOMMENDATION

A. Affiliation Status

1. Recommendation for Reaffirmation of Accreditation

   The site visit confirmed the accuracy of the evidence provided in the Systems Portfolio and provided substantial additional context in determining that SWIC has met all Five HLC Criteria, Criteria Components, and Sub-Components. The College is commended for its strong commitment to students, staff, its communities, and businesses. In almost all areas of the institution, and in documenting and discussing the HLC Categories, and Criteria, SWIC is a mature AQIP institution that has embedded continuous quality improvement within its culture. The HLC visiting team recommends that this successful completion of the CQR evaluation visit confirms that the College is prepared for next steps in the process of its Reaffirmation of Accreditation.

2. Recommendation for Eligibility to Select Next Pathway

   The HLC visiting team recommends that SWIC be eligible to select its next Pathway.
Rationale: Substantial evidence was provided through documentation, publications, and visit discussions that SWIC is maturing as an AQIP institution and has a strong culture of continuous improvement. It was also evident that the institution utilizes Action Projects to drive change and abundant formalized processes that are data-based. The College has embedded its mission and values throughout the organization and its services.

3. **Criterion-related Monitoring Required (report, focused visit):**
   
   Monitoring: N/A
   
   Rationale:

4. **Federal Compliance Monitoring Required (report, focused visit):**
   
   Monitoring: N/A
   
   Rationale:

**B. Commission Sanction or Adverse Action**

**VII. EMBEDDED CHANGES IN AFFILIATION STATUS**

Did the team review any of the following types of change in the course of its evaluation? Check Yes or No for each type of change.

- ( ) Yes (x) No Legal Status
- ( ) Yes (x) No Degree Level
- ( ) Yes (x) No Program Change
- ( ) Yes (x) No Distance or Correspondence Education
- ( ) Yes (x) No Contractual or Consortial Arrangements
- ( ) Yes (x) No Mission or Student Body
- ( ) Yes (x) No Clock or Credit Hour
- ( ) Yes (x) No Additional Locations or Campuses
- ( ) Yes (x) No Access to Notification
- ( ) Yes (x) No Access to Expedited Desk Review
- ( ) Yes (x) No Teach-out Arrangement
- ( ) Yes (x) No Other Change
Appendix A
Interactions with Constituencies

DAY ONE

President and Cabinet
- President
- VP for Instruction
- VP for Community Services and Campus Operations
- VP for Marketing and Institutional Advancement
- VP for Administrative Services
- VP for Student Development
- Chief Information Officer
- Dean of Business Division (ALO)

Facilities Review
- VP for Administrative Services
- Director of Physical Plant
- VP for Community Services and Campus Operations
- Director of Public Safety
- Dean of Business Division (ALO)

Distance Review
- VP for Instruction
- Dean of Health Sciences and Homeland Security
- Dean Liaison for Faculty Technology and Faculty Development
- Dean of Math & Sciences
- Instructional Technology Manager
- Assistant Instructional Technology Mgr.
- Internet Systems Manager
- Systems Services Specialist
- Professor – CIS,OAT
- Professor – Mathematics (2)
- Additional faculty depending on teaching schedule

Student Academic Support
- Dean of Success Programs
- Dean of Learning Resources
- Associate Dean of Learning Resources
- Director of Disability & Access Center
- Assistant Director Disability & Access Center
- Academic Advisor
- Associate Dean of Success Programs
- Outcomes Assessment Coordinator
• Director of Financial Aid
• Assistant Director of Financial Aid
• Information Sciences Technical Services Coordinator
• Academic Advising/Counseling Coordinator
• Librarian
• Additional faculty depending on teaching schedule

Criterion One
• Dean of Enrollment Services
• Dean of Business Division (ALO)
• Dean Math and Sciences
• Director of Selsius Corporate and Career Training
• Director of Community Education
• Communications and Web Coordinator
• Academic Records Coordinator
• Director of Adult Basic Education
• Professor – English

Criterion Three
• VP for Instruction
• Dean of Health Sciences and Homeland Security
• Outcomes Assessment Coordinator
• Assistant Director of Financial Aid
• Dean of Success Programs
• Dual Credit Coordinator
• Dean of Liberal Arts
• Professor - Sociology/Anthropology
• Assistant Professor – Speech
• Professor - Earth Science
• Professor – Biology

Lunch with Students (est. 40-45)

Criterion Two
• VP for Instruction
• VP for Student Development
• Controller
• Librarian
• Director of Purchasing
• Director Human Resources
• Professor- Sociology/Psychology

General Education
• Outcomes Assessment Coordinator
• Department Chair Mathematics
• Dean Liaison for Faculty Technology and Faculty Development
• Dean of Liberal Arts
• Dean of Math and Sciences
• Associate Professor - Mathematics
• Additional faculty representatives from OA General Education Committee

Financial Aid Default Rate
• Director of Financial Aid
• Default Reduction Specialist
• Financial Aid Student Services Coordinator
• Manager of Student Accounts
• Registration Coordinator
• Academic Advisor
• Dean of Business (ALO)

Criterion Four
• VP for Instruction
• Dean of Health Sciences and Homeland Security
• Dean of Math and Sciences
• Outcomes Assessment Coordinator
• Program Coordinator Network Design & Administration
• Program Coordinator Construction Management
• Department Chair Mathematics
• Associate Professor- Mathematics
• Dual Credit Coordinator

Review of faculty credentials
• Director of Human Resources
• Dean Liaison for Faculty Technology and Faculty Development

Federal Compliance
• VP for Student Development
• Dean of Enrollment Services
• Director of Financial Aid
• Assistant Director of Financial Aid
• Academic Records Coordinator
• Dean of Technical Education
• Director of Public Safety
• Director of Disability & Access Center
• Assistant Director of Disability & Access Center
• Communication Specialist
• Dean of Business Division (ALO)
Drop-in with Faculty (Day One)
18 attendees (Main campus: 16, Granite City: 2, RedBud: 0)

Retention Committee
- VP for Instruction
- Dean of Success Programs
- Dean of Enrollment Services
- Dean Liaison for Faculty Technology and Faculty Development
- Dean of Math and Sciences
- Director of Institutional Research and Data Management
- Director of Grants
- Department Chair Mathematics
- Department Chair English

Criterion 5
- VP for Instruction
- VP for Marketing and Institutional Advancement
- Director of Institutional Research and Data Management
- Dean of Business (ALO)

Assessment Committee – Faculty and Administrators
- Dean of Health Sciences and Homeland Security
- Dean of Math and Sciences
- Outcomes Assessment Coordinator
- Department Chair Mathematics
- Professor – Education
- Professor – Social/Political Science & History
- Additional faculty from OA committees

Meeting with board members
- Board Member, Chair of Facilities and Finance Committee
- Board Member, Chair Personnel, Programs and Services Committee
- President
- VP for Instruction
- Dean Business Division (ALO)

Institutional Priorities (Planning & Fiscal)
- VP for Instruction
- VP for Marketing and Institutional Advancement
- Dean Business Division (ALO)

Open Faculty Meeting – Day Two
• Headcount: 6 (all from main campus)

Open Support Staff Meeting – Day Two
• Headcount: Est. 21 (19 from main campus, 2 from Granite City)

Open Administrators Meeting
• Headcount: 31 (all from main campus)

Student Leadership Meeting
• Student Leaders (Headcount: 21; 2 from Granite City, 2 from Red Bud)
• Club Sponsors for Phi Theta Kappa at Red Bud and Granite City
• Coordinator College Activities - Belleville
• Coordinator College Activities – Granite City
• Vice President for Student Development
• Dr. Janet Fontenot, Dean of Business (ALO)

Meeting with Business Office
• VP of Administrative Services
• VP for Instruction
• Controller
• Business Office Functional Analyst

Student Services–Advising, Admissions-Retention
• Dean of Enrollment Services
• Academic Advising/Counseling Coordinator
• Dean of Success Programs
• Academic Advisor
• Academic Advisor
• Evaluation Specialist
• Director of Grants
• Dean Business Division (ALO)

Exit Meeting
• President
• VP for Instruction
• VP for Community Services and Campus Operations
• VP for Marketing and Institutional Advancement
• VP for Administrative Services
• VP for Student Development
• Chief Information Officer
• Dean of Business Division (ALO)
Appendix B
Principal Documents, Materials, and Web Pages Reviewed

SWIC syllabus template

MyCredits Transfer

Student Grievance Summaries from AY 13, 14, 15: Math & Sciences; Health Sciences & Homeland Security; Technical Education; Business; Financial Aid.

2015 Campus Security and Fire Safety Report

SWIC Foundation publication, Catalyst, spring 2015 (Volume 1, Issue 1)

SWIC Disability & Access Center Faculty Resource Manual, October 2015

SWIC Disability & Access Center forms

SWIC Environmental Scan, July 2015

SWIC Environmental Scan Highlights

SWIC Economic Overview & Program Gap Analysis, July 2015

Enrollment Services & Academic Advising Organizational Chart

Campus Success Center brochure

“The Successful Student” General Education Core Competencies

English Department Retention Initiatives Overview 2015

Transfer Times newspaper (Illinois Edition) for transfer students

Various additional SWIC student recruitment brochures and other promotional pieces

SWIC Website pages: main page (http://www.swic.edu/), About Us, Students, Veterans, Community, Businesses, Higher Learning Commission, Enrollment Services, Programs for High School Students, Athletics, Student Organizations, Support Services, Alumni and Foundation.
Appendix C
Federal Compliance Worksheet

Submitted Separately
APPENDIX D (if applicable)
Multi-Campus Report(s)

N/A
Federal Compliance Worksheet for Review Panels and Evaluation Teams
Effective September 1, 2014 – August 31, 2016

Evaluation of Federal Compliance Components

The panel reviews each item identified in the Federal Compliance Guide and documents its findings in the appropriate spaces below. The panel should expect the institution to address these requirements with brief narrative responses and provide supporting documentation, where necessary. If the panel finds in the course of this review that there are substantive issues with the institution’s fulfillment of these requirements, it should document them in the space provided below.

This worksheet outlines the information the panel should review in relation to the federal requirements and provides spaces for the team’s conclusions in relation to each requirement. The panel should refer to the Federal Compliance Guide for Institutions and Evaluation Teams in completing this worksheet. The Guide identifies applicable Commission policies and an explanation of each requirement. The evaluation team will review the areas the panel identified for further review and will consider the panel’s work in light of information gained in the on-ground visit.

Institution under review: Southwestern Illinois College (1068)

Panel Members:
Edwin Imasuen, PhD
Mrs. Mona Walters

Panel Recommendations for Further Review
The panel should identify any areas that appear to require further review from the evaluation team during the on-site visit. The team should delete this section of the report after it reviews the comments from the panel and follows up on any areas identified.

The intended learning outcomes data need to be reviewed and verified for all course formats.

Team Findings
The team should identify its findings in following up on the areas identified by the panel. The team should also identify any findings it made related to Federal Compliance over the course of the visit. The final version of the worksheet should reflect the findings of the team. It should not contain findings from the panel with which the team does not concur.
DETAILED REVIEW OF FEDERAL COMPLIANCE

Assignment of Credits, Program Length, and Tuition

Address this requirement by completing the “Team Worksheet for Evaluating an Institution’s Assignment of Credit Hours and on Clock Hours” in the Appendix at the end of this document.

Institutional Records of Student Complaints

The institution has documented a process in place for addressing student complaints and appears to be systematically processing such complaints as evidenced by the data on student complaints since the last comprehensive evaluation.

1. Review the process that the institution uses to manage complaints as well as the history of complaints received and processed with a particular focus in that history on the past three or four years.
2. Determine whether the institution has a process to review and resolve complaints in a timely manner.
3. Verify that the evidence shows that the institution can, and does, follow this process and that it is able to integrate any relevant findings from this process into its review and planning processes.
4. Advise the institution of any improvements that might be appropriate.
5. Consider whether the record of student complaints indicates any pattern of complaints or otherwise raises concerns about the institution’s compliance with the Criteria for Accreditation or Assumed Practices.
6. Check the appropriate response that reflects the team’s conclusions:

   ✓ The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements.
   __  The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements but recommends Commission follow-up.
   __  The team has reviewed this component of federal compliance and has found the institution not to meet the Commission’s requirements and recommends Commission follow-up.
   __  The team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: The team reviewed the information in the provided document; the 2015/2016 Student Handbook, and the College website concerning Student Complaints/Grievance. It was found that the College demonstrates clear evidence of an accessible, written process that is followed for complaints. The complaint log was summarized by the College for a three year period (2013, 2014, 2015) in the provided document. The Student Complaint Log was requested and the College submitted the 2013, 2014, and 2015 logs for review. Complaint types included Academic, Enrollment Services, Financial Aid, and Title IX Allegations. Southwestern Illinois College demonstrates that complaints are handled in a timely manner and result in improvements, and policy and procedure changes as warranted.
The HLC visiting team discussed the College’s Student Complaints/Grievance process with employee groups and students in multiple meetings. It was evident from these discussions that SWIC has a formalized process for Student Complaints/Grievance with a few departments managing the processes related to their areas and keeping a log of formalized complaints. Formalized complaints are reviewed departmentally each year and trends are discussed in a departmental meeting. Depending on the complaint topics or in cases of recurring complaints of a given topic, additional actions may be initiated in efforts to make improvements. The College has a link on the main website page for opinions, needs, complaints that are received and directed to the relevant department. The team reviewed the Student Grievance Summaries from AY 13, 14, 15: Math & Sciences; Health Sciences & Homeland Security; Technical Education; Business; Financial Aid. The visiting team recommended that SWIC should continue to find ways to improve this process to ensure that students, employees, community members, and businesses fully understand the process and how they can initiate individual complaints or comments. It was also suggested that the College consider a process for an annual review and trending of all recurring and formalized complaints (with the exception of HR protected status complaints).

Additional monitoring, if any:

**Publication of Transfer Policies**

_The institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies contain information about the criteria the institution uses to make transfer decisions._

1. Review the institution’s transfer policies.
2. Review any articulation agreements the institution has in place, including articulation agreements at the institution level and program-specific articulation agreements.
3. Consider where the institution discloses these policies (e.g., in its catalog, on its website) and how easily current and prospective students can access that information.

Determine whether the disclosed information clearly explains the criteria the institution uses to make transfer decisions and any articulation arrangements the institution has with other institutions. Note whether the institution appropriately lists its articulation agreements with other institutions on its website or elsewhere. The information the institution provides should include any program-specific articulation agreements in place and should clearly identify program-specific articulation agreements as such. Also, the information the institution provides should include whether the articulation agreement anticipates that the institution under Commission review: 1) accepts credit from the other institution(s) in the articulation agreement; 2) sends credits to the other institution(s) in the articulation agreements that it accepts; or 3) both offers and accepts credits with the other institution(s).

4. Check the appropriate response that reflects the team’s conclusions:
   - [✓] The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements.
   - ____ The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements but recommends Commission follow-up.
   - ____ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission’s requirements and recommends Commission follow-up.
The team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: The team reviewed the information provided in the document, the College’s website, Catalog, and Student Handbook as well as the Illinois Transfer website and determined that Southwestern Illinois College has a policy that addresses the transfer of credit hours, and that the College is in compliance with the Illinois Articulation Initiative. The College both offers and accepts credits with the other institution(s). Four Articulation Agreements were reviewed and found to be standardized. The Agreements reviewed were for Barnes-Jewish College, Goldfarb School of Nursing; McKendree University; Missouri University of Science and Technology; and Southern Illinois University-Edwardsville. The information concerning articulation agreements and transfer of credit hours is easily accessible.

The visiting team reviewed materials in the Portfolio, on the College Website, and onsite publications and documents that provided evidence of formalized policies addressing the transfer of credit hours and found that the College is in compliance with the IAI. Additionally, discussions with faculty, students, and administrators/staff during the visit provided further information about the processes for the transfer of college credits.

Additional monitoring, if any:

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**Practices for Verification of Student Identity**

_The institution has demonstrated that it verifies the identity of students who participate in courses or programs provided to the student through distance or correspondence education and appropriately discloses additional fees related to verification to students and to protect their privacy._

1. Determine how the institution verifies that the student who enrolls in a course is the same student who submits assignments, takes exams, and earns a final grade. Consider whether the institution’s approach respects student privacy.

2. Check that any fees related to verification and not included in tuition are explained to the students prior to enrollment in distance courses (e.g., a proctoring fee paid by students on the day of the proctored exam).

3. Check the appropriate response that reflects the team’s conclusions:

   ✔ The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements.

   ____ The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements but recommends Commission follow-up.

   ____ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission’s requirements and recommends Commission follow-up.

   ____ The team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: The team reviewed the information concerning Student Identification provided in the document, posted on the College’s website, in the College’s Catalog, and in the Student Handbook. The team determined that the College has procedures in place to verify the online student’s identification through the issuance of a unique user ID and password which is required to access the...
college systems including Blackboard, the online course management system. The college’s identity management system requires that the student create security questions and answers for password retrieval. Blackboard integrates with college authentication services to ensure appropriate and secure student access to courses. Class rosters include student photos associated with the student’s name and account. Proctored exams and activities are used by some faculty, at no additional cost to the students when using the College’s testing services.

The visiting team discussed the topic of SWIC’s processes for Student Identification onsite, online, and over the telephone and found that the institution follows standard processes. Team members recommended that College employees should continue to follow changes in best practices in this area.

Additional monitoring, if any:

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**Title IV Program Responsibilities**

The institution has presented evidence on the required components of the Title IV Program.

This requirement has several components the institution and team must address:

- **General Program Requirements.** The institution has provided the Commission with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department raised regarding the institution’s fulfillment of its responsibilities in this area.

- **Financial Responsibility Requirements.** The institution has provided the Commission with information about the Department’s review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department raised regarding the institution’s fulfillment of its responsibilities in this area. (Note that the team should also be commenting under Criterion Five if an institution has significant issues with financial responsibility as demonstrated through ratios that are below acceptable levels or other financial responsibility findings by its auditor.)

- **Default Rates.** The institution has provided the Commission with information about its three year default rate. It has a responsible program to work with students to minimize default rates. It has, as necessary, addressed any issues the Department raised regarding the institution’s fulfillment of its responsibilities in this area. Note for 2012 and thereafter institutions and teams should be using the three-year default rate based on revised default rate data published by the Department in September 2012; if the institution does not provide the default rate for three years leading up to the comprehensive evaluation visit, the team should contact Commission staff.

- **Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures.** The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution’s policies and practices for ensuring compliance with these regulations.

- **Student Right to Know.** The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution’s policies and practices for ensuring compliance with these regulations. The disclosures are accurate and provide appropriate information to students. (Note that the team should also be commenting under Criterion One if the team determines that disclosures are not accurate or appropriate.)
- **Satisfactory Academic Progress and Attendance.** The institution has provided the Commission with information about policies and practices for ensuring compliance with these regulations. The institution has demonstrated that the policies and practices meet state or federal requirements and that the institution is appropriately applying these policies and practices to students. In most cases, teams should verify that these policies exist and are available to students, typically in the course catalog or student handbook. Note that the Commission does not necessarily require that the institution take attendance but does anticipate that institutional attendance policies will provide information to students about attendance at the institution.

- **Contractual Relationships.** The institution has presented a list of its contractual relationships related to its academic program and evidence of its compliance with Commission policies requiring notification or approval for contractual relationships. (If the team learns that the institution has a contractual relationship that may require Commission approval and has not received Commission approval the team must require that the institution complete and file the change request form as soon as possible. The team should direct the institution to review the Contractual Change Application on the Commission’s web site for more information.)

- **Consortial Relationships.** The institution has presented a list of its consortial relationships related to its academic program and evidence of its compliance with Commission policies requiring notification or approval for consortial relationships. (If the team learns that the institution has a consortial relationship that may require Commission approval and has not received Commission approval the team must require that the institution complete and file the form as soon as possible. The team should direct the institution to review the Consortial Change Application on the Commission’s web site for more information.)

1. Review all of the information that the institution discloses having to do with its Title IV program responsibilities.

2. Determine whether the Department has raised any issues related to the institution’s compliance or whether the institution’s auditor in the A-133 has raised any issues about the institution’s compliance as well as look to see how carefully and effectively the institution handles its Title IV responsibilities.

3. If an institution has been cited or is not handling these responsibilities effectively, indicate that finding within the federal compliance portion of the team report and whether the institution appears to be moving forward with corrective action that the Department has determined to be appropriate.

4. If issues have been raised with the institution’s compliance, decide whether these issues relate to the institution’s ability to satisfy the Criteria for Accreditation, particularly with regard to whether its disclosures to students are candid and complete and demonstrate appropriate integrity (Core Component 2.A and 2.B).

5. Check the appropriate response that reflects the team’s conclusions:

   - ✔️ The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements.
   - ___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements but recommends Commission follow-up.
   - ___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission’s requirements and recommends Commission follow-up.
   - ___ The team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).
Comments:

General Program Requirements: The team review of the information provided found that the Department of Education does not hold any issues related to Southwestern Illinois College’s compliance with the general program requirements. The 2014 A-133 Audit had one finding concerning enrollment status. The College has implemented corrective action to prevent errors in reporting. These statements are made by the College. The team reviewed the Opinion Statement provided by CliftonLarsonAllen LLP and found that Southwestern Illinois College complied with the program requirements for the year ended June 30, 2013. One instance of noncompliance was identified but did not modify the opinion statement.

Financial Responsibility Requirements: The team reviewed the single statement provided by Southwestern Illinois College that indicted that the US Department of Education had no reason for financial concern. Upon request, the College submitted two documents for review from the US Department of Education: ECAR, and PPA. The team reviewed both documents and found the College to be approved. The team reviewed the composite financial ratios documentation and found that the CFI scores for FY 2014, 2013, and 2012 to be 3.60, 2.40, and 4.00 respectively.

Default Rates: The team reviewed the three year default rates for 2009, 2010 and 2011 respectively at 24.6%, 24.9% and 22.9%. The College submitted upon the team’s request the 2012 rate, determined to be 24.9%. The team verified the online resources available to students and parents to minimize student loan debt and default on student loans including information and links to Entrance Loan Counseling, Exit Loan Counseling, and Net Price Calculator. The default rates were not found to be publically available.

Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures: The team reviewed the crime statistics as reported in the Daily Crime Log, available online and found the reported data to be detailed. An Annual Campus Security and Fire Safety Report is published and made publically available. The team reviewed the 2015 report and found the information presented comprehensive and detailed. The student handbook contains the policies on crime and is available to students and the public. Information concerning Athletic Participation and Financial Aid is available through the Consumer Information webpage. The team reviewed the links and posted information for Equity in Athletics 2013, athletic participation, and financial aid and athletics. The information is complete with articulated policies and practices, and is publically available.

Student Right to Know: The team reviewed the information listed on the Consumer Information webpage, Financial Aid information and various webpages associated with requirements of Student Right to Know. The required information is accessible to students.

Satisfactory Academic Progress and Attendance: The team reviewed the policy on Satisfactory Academic Progress on the Financial Aid website and in the Student Handbook. Both sources are available to students. The team verified that an attendance policy is available to students both on the website and in the Student Handbook.

Contractual Relationships: Southwestern Illinois College reported that they have three contractual relationships: (1) Memorial Hospital to offer the Associate of Applied Science in Paramedic/Paramedicine, (2) St. Elizabeth’s Hospital to offer the Associate of Applied Science in Respiratory Care Therapy/Therapist, and (3) Anderson Hospital to offer the Associate of Applied Science in Paramedic/Paramedicine. The team reviewed the online academic program information and found that the program locations were clearly identified. The team reviewed the letter regarding
the notification of approval by the Higher Learning Commission and found that approval for the three sites was granted July 28, 2015.

**Consortial Relationships:** Southwestern Illinois reported that the College does not have and consortial relationships. The team conducted a review of the website and found no mention of consortial relationships.

The visiting team members examined College materials, documents, publications, and the College website throughout the duration of the visit and found that the College complied with all areas of Title IV Program Responsibilities. This evidence was also supported with discussions in meetings with individuals from the following departments: Instruction, Financial Aid, Student Services, Student Success Centers, Library, Public Relations, Human Resources, Campus Safety, the Business Office, and Academic Support Services including services for students with disabilities, Veterans, and Career Services. Discussions with faculty, administrators, hourly staff, students, and Board of Trustee members also confirmed compliance with all areas of Title IV Program Responsibilities.

Additional monitoring, if any:

### Required Information for Students and the Public

1. Verify that the institution publishes fair, accurate, and complete information on the following topics: the calendar, grading, admissions, academic program requirements, tuition and fees, and refund policies.

2. Check the appropriate response that reflects the team’s conclusions:
   - ✓ The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements.
   - ___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements but recommends Commission follow-up.
   - ___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission’s requirements and recommends Commission follow-up.
   - ___ The team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

**Comments:** A review of the College’s website verified that the Academic Calendar, Grading Systems, Admissions Requirements, Academic Program Requirements, and information concerning Cost of Attendance are available online, in the Academic Catalog, and in the Student Handbook. The stated policies, procedures, and information appear to be fair, accurate, and complete.

The visiting team confirmed that the College publishes fair, accurate, and complete information concerning the listed processes through review of documents, publications, the College website, and in discussions with employees and students during the visit.

Additional monitoring, if any:

### Advertising and Recruitment Materials and Other Public Information
The institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with the Commission and other agencies as well as about its programs, locations and policies.

1. Review the institution’s disclosure about its accreditation status with the Commission to determine whether the information it provides is accurate and complete, appropriately formatted and contains the Commission’s web address.

2. Review institutional disclosures about its relationship with other accrediting agencies for accuracy and for appropriate consumer information, particularly regarding the link between specialized/professional accreditation and the licensure necessary for employment in many professional or specialized areas.

3. Review the institution’s catalog, brochures, recruiting materials, and information provided by the institution’s advisors or counselors to determine whether the institution provides accurate information to current and prospective students about its accreditation, placement or licensure, program requirements, etc.

4. Check the appropriate response that reflects the team’s conclusions:

   - The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements.
   - The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements but recommends Commission follow-up.
   - The team has reviewed this component of federal compliance and has found the institution not to meet the Commission’s requirements and recommends Commission follow-up.
   - The team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: The team’s review of accreditation disclosure and accuracy of information found that the accreditation status with the Commission is clearly posted on the College’s website and in the Catalog. The reference to the North Central Association was not removed as directed by the HLC in 2014. The Mark of Affiliation is used on the College’s website in a lower banner on each page and holds a functioning link to the appropriate HLC/Institutional webpage. However, the link was not active on the Accreditation webpage. The links for the program-specific accreditations were functioning and linked to the appropriate websites. Further review of academic program webpages and general information webpages indicates that the information provided to current and prospective students is accurate. One marketing document was reviewed that contained HLC accreditation information.

The visiting team agrees with the findings of the review panel that the College meets all requirements for advertising and recruitment materials and other public information including references to the Higher Learning Commission. Additionally, the College has now removed the reference to the North Central Association.

Additional monitoring, if any:

Review of Student Outcome Data
1. Review the student outcome data the institution collects to determine whether it is appropriate and sufficient based on the kinds of academic programs it offers and the students it serves.

2. Determine whether the institution uses this information effectively to make decisions about academic programs and requirements and to determine its effectiveness in achieving its educational objectives.

3. Check the appropriate response that reflects the team’s conclusions:

   ✓ The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements.

   ___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements but recommends Commission follow-up.

   ___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission’s requirements and recommends Commission follow-up.

   ___ The team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: The review for Student Outcome Data found that Southwestern Illinois College conducts annual outcomes assessments for the assessment of student learning appropriate to their academic programs and students. Program reviews are conducted every five years. Assessments are conducted at three levels; at the level of the individual class and across course sections; within a discipline/program; and across the institution. The reviewed documentation also indicated that the outcomes data are used for improvement and are publicly available in the Annual Assessment Summary reports.

The visiting team members reviewed and discussed in multiple meetings Student Outcome Data confirming that SWIC conducts annual outcomes assessment for the assessment of student learning appropriate to its academic programs and students. The Program Review is formalized and led by faculty and committees and include multiple levels of assessment. The College regularly used these data to make improvements and to support budgeting and planning.

Additional monitoring, if any:

Standing with State and Other Accrediting Agencies

The institution has documented that it discloses accurately to the public and the Commission its relationship with any other specialized, professional or institutional accreditor and with all governing or coordinating bodies in states in which the institution may have a presence.

The team has considered any potential implications for accreditation by the Higher Learning Commission of sanction or loss of status by the institution with any other accrediting agency or loss of authorization in any state.

Important note: If the team is recommending initial or continued status, and the institution is now or has been in the past five years under sanction or show-cause with, or has received an adverse action (i.e., withdrawal, suspension, denial, or termination) from, any other federally recognized specialized or institutional accreditor or a state entity, then the team must explain the sanction or adverse action of the other agency in the body of the Assurance Section of the Team Report and provide its rationale for recommending Commission status in light of this action. In addition, the team must contact the staff liaison immediately if it learns that the institution is at risk of losing its degree authorization or lacks such authorization in any state in which the institution meets state presence requirements.
1. Review the information, particularly any information that indicates the institution is under sanction or show-cause or has had its status with any agency suspended, revoked, or terminated, as well as the reasons for such actions.

2. Determine whether this information provides any indication about the institution’s capacity to meet the Commission’s Criteria for Accreditation. Should the team learn that the institution is at risk of losing, or has lost, its degree or program authorization in any state in which it meets state presence requirements, it should contact the Commission staff liaison immediately.

3. Check the appropriate response that reflects the team’s conclusions:

   ✓ The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements.
   _ The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements but recommends Commission follow-up.
   _ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission’s requirements and recommends Commission follow-up.
   _ The team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: The Team reviewed the information posted on the Southwestern Illinois College’s website and in the College Catalog concerning accreditation and found the information to be complete and publically available. Southwestern Illinois College is recognized by the Illinois Community College Board through November 16, 2017. Program accreditation was reviewed for three programs on the external accreditors’ websites and were found to be accurately posted: Commission on Accreditation in Physical Therapy Education, American Physical Therapy Association; National Accrediting Agency for Clinical Laboratory Sciences; and Committee on Accreditation for Respiratory Care (CoARC). Letters of accreditation status from the accrediting agencies were reviewed by the team for the following programs. Status of each is indicated along with any noted action.

- ACEN Accreditation letter dated July 29, 2015 for the Associates of Nursing Degree.
  - Status: Continued accreditation with conditions; Evidence of non-compliance noted.
- ACF Accreditation letter dated October 6, 2015 for the culinary programs
  - Status: Extension granted with Renewal Site Visit in December 2015
- CAAHEP Accreditation letter dated May 18, 2015 for the Emergency Medical Technician-Paramedic program
  - Status: Initial accreditation awarded to May 31, 2020
- CAHIM Accreditation letter dated September 8, 2015 for Health Information Management
  - Status: Good Standing; continued accreditation
- CAPTE Accreditation letter dated April 19, 2011 for Physical Therapy Education
  - Status: Continued Accreditation; Public notice of accreditation required
- CoARC Accreditation letter dated March 31, 2014 for Respiratory Care
  - Status: Continuing Accreditation
  - Status: Approved
- Federal Aviation Administration Approval letter dated July 9, 2015 for Aviation Pilot Training
  - Status: Authorized
- International Fire Service Accreditation letter dated October 13, 2014 for Fire Science Program
The visiting team confirmed the panels findings via review of documents, the website, publications, and in discussions with employees during the visit.

Additional monitoring, if any:

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**Public Notification of Opportunity to Comment**

The institution has made an appropriate and timely effort to solicit third party comments. The team has evaluated any comments received and completed any necessary follow-up on issues raised in these comments. **Note that if the team has determined that any issues raised by third-party comment relate to the team’s review of the institution’s compliance with the Criteria for Accreditation, it must discuss this information and its analysis in the body of the Assurance Section of the Team Report.**

1. Review information about the public disclosure of the upcoming visit, including sample announcements, to determine whether the institution made an appropriate and timely effort to notify the public and seek comments.

2. Evaluate the comments to determine whether the team needs to follow-up on any issues through its interviews and review of documentation during the visit process.

3. Check the appropriate response that reflects the team’s conclusions:

   - [ ] The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements.
   - [ ] The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements but recommends Commission follow-up.
   - [ ] The team has reviewed this component of federal compliance and has found the institution not to meet the Commission’s requirements and recommends Commission follow-up.
   - [ ] The team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

**Comments:** The team reviewed the information provided for the Public Notice to Comment. The information indicates that appropriate notice was posted in local newspapers and on the College’s website. A copy of the newspaper posting was reviewed and found to be appropriate. The notice on the College’s website was removed October 3 and no longer available for review.

The visiting team reviewed the documents that verified that the College complied with the Public Notice to Comment (numerous times) and did receive one positive comment.

Additional monitoring, if any:
Institutional Materials Related to Federal Compliance Reviewed by the Panel

Federal Compliance Filing Report
College Transfer Steps
Annual Campus Security and Fire Safety Report-2015
Equity in Athletics 2013
Student Complaint Logs for Academic Years 2013, 2014, 2015
US Department of Education Eligibility and Certification Approval Report (ECAR), print date 10/13/15
US Department of Education Federal Student Aid School Eligibility Channel Program Participation Agreement
US Department of Education FY 2012 3-Year Official Cohort Default Rate Notification Letter
Financial Ratios from 2015 AIDU
ACEN Accreditation letter dated July 29, 2015
ACF Accreditation letter dated October 6, 2015
CAAHEP Accreditation letter dated May 18, 2015
CAHIIM Accreditation letter dated September 8, 2015
CAPTE Accreditation letter dated April 19, 2011
CoARC Accreditation letter dated March 31, 2014
Air Agency Approval Certificate dated November 1, 1983, reissued January 1, 2000
Federal Aviation Administration Approval letter dated July 9, 2015
International Fire Service Accreditation letter dated October 13, 2014
JRCERT Accreditation letter dated May 14, 2015
MAERB Accreditation letter dated June 22, 2012
NAACLS Accreditation letter dated April 19, 2010
NIMS Accreditation letter dated May 6, 2015
Newspaper clipping of Notice for Public Comment

Southwestern Illinois College Catalog 2015-2016
  Transfer Information
  Student Identification
  Academic Programs
  Calendar
  Admissions
  Academic Program Requirements
  Tuition and Fees
  Refund Policies
  Accreditation

Southwestern Illinois Student Handbook 2015-2016
  Student Grievance Procedure
  Transfer Credit and Articulations
  Student Identification
  Crime
  Student Right to Know
  Attendance
  Satisfactory Academic Progress
  Calendar
Admissions
Academic Program Requirements
Tuition and Fees
Refund Policies

Assessment of Student Learning Outcomes Handbook
Outcomes Assessment Annual Report 2013-2014
Health and Exercise Science 2015 Program Review

www.SWIC.edu
Student Grievance Procedure
Counseling/Articulation Agreements
  • Barnes-Jewish College, Goldfarb School of Nursing
  • McKendree University
  • Missouri University of Science and Technology
  • Southern Illinois University-Edwardsville
Counseling/Transferring Courses
Dual Admission
Students
Online Student ID Request
New Student Information Form
Student Email
eSTORM
Student ID Cards
Consumer Information
  Entrance Loan Counseling
  Exit Loan Counseling
  Net Price Calculator
  Equity in Athletics
  Financial Aid
  Student Statistics
Public Safety – Crime Log – Daily Crime Log
Financial Aid
  Satisfactory Academic Progress Policy
  Refund Policy
Academic Programs
  Associate of Applied Science in Paramedic/Paramedicine
  Associate of Applied Science in Respiratory Care Therapy/Therapist
  Nursing Education – www.swic.edu/NE-FAQ
  Physical Therapy Assistant – www.swic.edu/PTA-FAQ
  Radiologic Technology – www.swic.edu/RT-FAQ
  Culinary Arts and Food Management – www.swic.edu/culinary
Calendar
Tuition and Fees
Admissions
Academic Program Requirements
Grading
Accreditation
  Program Review
Perspective Students
Apply
Outcomes

Discipline and Program Assessment
Forms
Handbook
How To Assess Student Learning
Assessment Summary Reports
Levels of Assessment
Outcomes Assessment Committee

www.itransfer.org/IAI
http://www.capteonline.org/home
http://www.coarc.com/
www.naacls.org

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<th>Delivery Mode</th>
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<td>CUL 110 (5)</td>
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*30 weeks* is a special case that requires additional approval and documentation.
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<td></td>
<td>30 weeks*</td>
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<tr>
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</tr>
<tr>
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<td>16 weeks</td>
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</tr>
<tr>
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</tr>
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<tr>
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<td>Course Length</td>
<td>Delivery Mode</td>
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<tr>
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<td>16 weeks</td>
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<td>16 weeks</td>
<td>Online</td>
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<td>Face-to-Face</td>
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<td>EMS 205 (8.5)</td>
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<td>Face-to-Face (clinical)</td>
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<td>16 weeks</td>
<td>Face-to-Face</td>
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<tr>
<td>HRO 105 (7)</td>
<td>Master Syllabus/Credit Hour Check</td>
<td></td>
</tr>
<tr>
<td></td>
<td>16 or 8 weeks (same syllabus used for all sections)</td>
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</tr>
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<td></td>
<td>30 weeks*</td>
<td>Face-to-Face</td>
</tr>
<tr>
<td>PTA 270 (8)</td>
<td>Master Syllabus (same syllabus used for all sections)</td>
<td>Face-to-Face (clinical)</td>
</tr>
</tbody>
</table>
Institutional Materials Related to Federal Compliance Reviewed by the Team

Provide a list materials reviewed here:

2015/2016 Student Handbook
College website: Tuition and Fees, Admissions, Academic Program Requirements, Grading, Accreditation, Counseling/Transferring Courses, Dual Admission, Student Information, Online Student ID Request, New Student Information Form, Student Email, eSTORM information, Student ID Cards, Consumer Information
Student Complaint Log and Individual Student Complaints: Student Grievance Summaries from AY 13, 14, 15: Math & Sciences; Health Sciences & Homeland Security; Technical Education; Business; Financial Aid.
Faculty Credentials Files
SWIC Catalog 2015-2016
SWIC Student Handbook 2015-2016
Assessment of Student Learning Outcomes Handbook
Outcomes Assessment Annual Report 2013-2014
Newspaper clipping of Notice for Public Comment and one comment
Federal Compliance Filing Report
College Transfer Steps
Annual Campus Security and Fire Safety Report-2015
Equity in Athletics 2013
Financial Aid: Satisfactory Academic Progress Policy, Refund Policy
US Department of Education FY 2012 3-Year Official Cohort Default Rate Notification Letter
HLC Student Survey Results
Fall 2015 Catalyst Magazine
Master Planning Document
Strategic Planning Documents
Documentation of Action Projects
Course Syllabi from a selection of onsite and online courses in multiple academic areas
Assessment Committee Documents
Board Policy Documents
Appendix

Team Worksheet for Evaluating an Institution’s Program Length and Tuition, Assignment of Credit Hours and on Clock Hours

Institution under review: Southwestern Illinois College (1068)

Part 1: Program Length and Tuition

Instructions
The institution has documented that it has credit hour assignments and degree program lengths within the range of good practice in higher education and that tuition is consistent across degree programs (or that there is a rational basis for any program-specific tuition).

Review the “Worksheet for Use by Institutions on the Assignment of Credit Hours and on Clock Hours” as well as the course catalog and other attachments required for the institutional worksheet.

Worksheet on Program Length and Tuition

A. Answer the Following Questions

Are the institution’s degree program requirements within the range of good practice in higher education and contribute to an academic environment in which students receive a rigorous and thorough education?

__X__ Yes      ___ No

Comments: As indicated in the Federal Compliance document and catalogue of Southwestern Illinois College, the institution offers associate degrees requiring specific credit hours to complete. “Southwestern Illinois College (SWIC) offers degrees in Associate in Arts, Associate in Fine Arts, Associate in Arts in Teaching, Associate in Science, Associate in Engineering Science, Associate in Applied Science, and Associate in General Studies. An associate degree is an award for the satisfactory completion of a curriculum of 64 semester credits or more. The length of all degree programs is in compliance with Section 1501.302.3 of the Administrative Rules of the Illinois Community College Board (ICCB). The maximum number of credit hours allowed by the ICCB is 72 semester credits for an Associate in Applied Science unless licensing or regulatory agencies for the program require additional credits.”

SWIC policies and practices are consistent with the credit hour definition provided by federal regulation 34 CFR §600.2.

It is stated that “Southwestern Illinois College also offers 37 courses through dual credit that do not follow the 16 week semester format. These are courses offered as “full-year” courses at their respective high schools. For transcription purposes, these classes are associated with the college’s
spring semester and have an official start date with the college of 11/5/2014 and an end date of 5/29/2015. None of these classes are certified for Title IV funding.”

Are the institution’s tuition costs across programs within the range of good practice in higher education and contribute to an academic environment in which students receive a rigorous and thorough education?

X Yes  No

Comments: It is stated in the document provided that “SWIC does not charge tuition based on academic program but has consistent rates based on student residency. Course fees may be assessed for individual courses requiring additional resources not funded by tuition or state revenue. Course fee information is disclosed in the printed schedule of classes and in the class detail provided in the class search feature of the college website.”

It is also stated that “the majority of programs in Health Sciences require students to pay for a criminal background check and drug screen AFTER admission into the program.”

B. Recommend Commission Follow-up, If Appropriate

Is any Commission follow-up required related to the institution’s program length and tuition practices?

Yes  No

Rationale:

Identify the type of Commission monitoring required and the due date:

Part 2: Assignment of Credit Hours

Instructions

In assessing the appropriateness of the credit allocations provided by the institution the team should complete the following steps:

1. Review the Worksheet completed by the institution, which provides information about an institution’s academic calendar and an overview of credit hour assignments across institutional offerings and delivery formats, and the institution’s policy and procedures for awarding credit hours. Note that such policies may be at the institution or department level and may be differentiated by such distinctions as undergraduate or graduate, by delivery format, etc.

2. Identify the institution’s principal degree levels and the number of credit hours for degrees at each level. The following minimum number of credit hours should apply at a semester institution:
   - Associate’s degrees = 60 hours
   - Bachelor’s degrees = 120 hours
   - Master’s or other degrees beyond the Bachelor’s = at least 30 hours beyond the Bachelor’s degree
   - Note that one quarter hour = .67 semester hour
• Any exceptions to this requirement must be explained and justified.

3. Scan the course descriptions in the catalog and the number of credit hours assigned for courses in different departments at the institution.
   • At semester-based institutions courses will be typically be from two to four credit hours (or approximately five quarter hours) and extend approximately 14-16 weeks (or approximately 10 weeks for a quarter). The description in the catalog should indicate a course that is appropriately rigorous and has collegiate expectations for objectives and workload. Identify courses/disciplines that seem to depart markedly from these expectations.
   • Institutions may have courses that are in compressed format, self-paced, or otherwise alternatively structured. Credit assignments should be reasonable. (For example, as a full-time load for a traditional semester is typically 15 credits, it might be expected that the norm for a full-time load in a five-week term is 5 credits; therefore, a single five-week course awarding 10 credits would be subject to inquiry and justification.)
   • Teams should be sure to scan across disciplines, delivery mode, and types of academic activities.
   • Federal regulations allow for an institution to have two credit-hour awards: one award for Title IV purposes and following the above federal definition and one for the purpose of defining progression in and completion of an academic program at that institution. Commission procedure also permits this approach.

4. Scan course schedules to determine how frequently courses meet each week and what other scheduled activities are required for each course. Pay particular attention to alternatively-structured or other courses with particularly high credit hours for a course completed in a short period of time or with less frequently scheduled interaction between student and instructor.

5. **Sampling.** Teams will need to sample some number of degree programs based on the headcount at the institution and the range of programs it offers.
   • At a minimum, teams should anticipate sampling at least a few programs at each degree level.
   • For institutions with several different academic calendars or terms or with a wide range of academic programs, the team should expand the sample size appropriately to ensure that it is paying careful attention to alternative format and compressed and accelerated courses.
   • Where the institution offers the same course in more than one format, the team is advised to sample across the various formats to test for consistency.
   • For the programs the team sampled, the team should review syllabi and intended learning outcomes for several of the courses in the program, identify the contact hours for each course, and expectations for homework or work outside of instructional time.
   • The team should pay particular attention to alternatively-structured and other courses that have high credit hours and less frequently scheduled interaction between the students and the instructor.
   • Provide information on the samples in the appropriate space on the worksheet.

6. Consider the following questions:
   • Does the institution’s policy for awarding credit address all the delivery formats employed by the institution?
• Does that policy address the amount of instructional or contact time assigned and homework typically expected of a student with regard to credit hours earned?

• For institutions with courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy also equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the timeframe allotted for the course?

• Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

• If so, is the institution’s assignment of credit to courses reflective of its policy on the award of credit?

7. If the answers to the above questions lead the team to conclude that there may be a problem with the credit hours awarded the team should recommend the following:

• If the problem involves a poor or insufficiently-detailed institutional policy, the team should call for a revised policy as soon as possible by requiring a monitoring report within no more than one year that demonstrates the institution has a revised policy and evidence of implementation.

• If the team identifies an application problem and that problem is isolated to a few courses or single department or division or learning format, the team should call for follow-up activities (monitoring report or focused evaluation) to ensure that the problems are corrected within no more than one year.

• If the team identifies systematic non-compliance across the institution with regard to the award of credit, the team should notify Commission staff immediately and work with staff to design appropriate follow-up activities. The Commission shall understand systematic noncompliance to mean that the institution lacks any policies to determine the award of academic credit or that there is an inappropriate award of institutional credit not in conformity with the policies established by the institution or with commonly accepted practices in higher education across multiple programs or divisions or affecting significant numbers of students.

Worksheet on Assignment of Credit Hours

A. Identify the Sample Courses and Programs Reviewed by the Team (see #5 of instructions in completing this section)

Programs and Certificates:
Associate in Arts
Associate in Fine Arts (Art, Music Education, and Music Performance)
Associate in General Studies
Associate in Engineering Science
Associate in Science
Associate in Applied Science
Computer Aided Drafting
Web Design
<table>
<thead>
<tr>
<th>Course Name (credit hours)</th>
<th>Course Length</th>
<th>Delivery Mode</th>
<th>Location (Campus vs Dual Credit)</th>
<th>Faculty Status</th>
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<tbody>
<tr>
<td>BIO 105 (4)</td>
<td>Master</td>
<td>Face-to-Face</td>
<td>Campus</td>
<td>Full-time</td>
</tr>
<tr>
<td></td>
<td>Syllabus/Credit Hour Check</td>
<td>16 weeks</td>
<td>N/A</td>
<td>Adjunct</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Online</td>
<td>N/A</td>
<td>Full-time</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hybrid</td>
<td>Campus</td>
<td>Full-time</td>
</tr>
<tr>
<td>BUS 209 (3)</td>
<td>Master</td>
<td>Face-to-Face</td>
<td>Campus</td>
<td>Adjunct</td>
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<td>Syllabus/Credit Hour Check</td>
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<td>N/A</td>
<td>Adjunct</td>
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<td></td>
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<td>Full-time</td>
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<td></td>
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<td>Hybrid</td>
<td>Campus</td>
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<tr>
<td>CAD 120 (4)</td>
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<td>Face-to-Face</td>
<td>Dual Credit</td>
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<td>Campus</td>
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<td>Full-time</td>
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<td>Campus</td>
<td>Adjunct</td>
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<tr>
<td>4 weeks</td>
<td>Face-to-Face</td>
<td>Campus</td>
<td>Adjunct</td>
</tr>
<tr>
<td>16 weeks</td>
<td>Face-to-Face</td>
<td>Dual Credit</td>
<td>Adjunct</td>
</tr>
<tr>
<td>16 weeks</td>
<td>Face-to-Face</td>
<td>Campus</td>
<td>Full-time</td>
</tr>
<tr>
<td>16 weeks</td>
<td>Online</td>
<td>N/A</td>
<td>Full-time</td>
</tr>
<tr>
<td>16 weeks</td>
<td>Face-to-Face</td>
<td>Dual Credit</td>
<td>Adjunct</td>
</tr>
<tr>
<td>16 weeks</td>
<td>Online</td>
<td>N/A</td>
<td>Full-time</td>
</tr>
<tr>
<td>18 weeks</td>
<td>Face-to-Face</td>
<td>Dual Credit</td>
<td>Adjunct</td>
</tr>
<tr>
<td>30 weeks*</td>
<td>Online</td>
<td>N/A</td>
<td>Full-time</td>
</tr>
<tr>
<td>Course Name (credit hour)</td>
<td>Course Length</td>
<td>Delivery Mode</td>
<td>Location (Campus vs Dual Credit)</td>
</tr>
<tr>
<td>--------------------------</td>
<td>---------------</td>
<td>---------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>EMPT 110 (7) Master Syllabus/Credit Hour Check</td>
<td>16 weeks</td>
<td>Face-to-Face</td>
<td>Campus</td>
</tr>
<tr>
<td>EMS 205 (8.5) Master Syllabus</td>
<td>16 weeks</td>
<td>Face-to-Face</td>
<td>Hospital</td>
</tr>
<tr>
<td>HRO 105 (7) Master Syllabus/Credit Hour Check</td>
<td>16 or 8 weeks (same syllabus used for all sections)</td>
<td>Face-to-Face</td>
<td>Campus</td>
</tr>
<tr>
<td>PTA 270 (8) Master Syllabus (same syllabus used for all sections)</td>
<td>30 weeks*</td>
<td>Face-to-Face</td>
<td>Dual Credit</td>
</tr>
</tbody>
</table>

B. Answer the Following Questions

1) Institutional Policies on Credit Hours

Does the institution’s policy for awarding credit address all the delivery formats employed by the institution? (Note that for this question and the questions that follow an institution may have a single comprehensive policy or multiple policies.)

___X___ Yes  ___ No

Comments: SWIC has the standard format of 16 week terms. The College also offers programs in compressed formats of 8 Weeks Session (summer) as referenced in “Appendix A/Attachment A: Assignment of Credit Hours.” Additional information is provided in the “Overview of Credit Hour Allocation and Instructional Time for Courses” sheets. Also provided with sample syllabi are documents titled “Credit Hour Requirement Calculator” with information on contact hours and total credit hours.
Does that policy relate the amount of instructional or contact time provided and homework typically expected of a student to the credit hours awarded for the classes offered in the delivery formats offered by the institution? (Note that an institution’s policy must go beyond simply stating that it awards credit solely based on assessment of student learning and should also reference instructional time.)

__X__ Yes  ____ No

**Comments:** In the document provided, it is stated as follows:

**Average number of credit for full-time students (12 credit hours=FT) – 13.95**

**Average number of credit for part-time students (less than 12 credit hours =PT) – 5.64**

In addition, information on Credit Hour Requirement Calculator was provided.

For institutions with non-traditional courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the timeframe and utilizing the activities allotted for the course?

__X__ Yes  ____ No

**Comments:** Examples of the information provided for those courses are reasonable and meet the standard requirements for contact hours.

Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

__X__ Yes  ____ No

**Comments:** The policy meets the general requirements. In addition, SWIC is governed by the Board Policy of the Illinois Community Board and the Illinois Board of Higher Education.

2) **Application of Policies**

Are the course descriptions and syllabi in the sample academic programs reviewed by the team appropriate and reflective of the institution’s policy on the award of credit? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

__X__ Yes  ____ No

**Comments:** Course descriptions in the catalogues and syllabi provided were reviewed and evaluated against the institution’s policy on the award of credit. The sample courses complied with the institution’s policy on the award of credit. However, outcomes data need to be verified by the site team.
Are the learning outcomes in the sample reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution’s policy on the award of credit?

__X__ Yes ______ No

**Comments:** Sample syllabi were provided. Learning outcomes are appropriate to the courses and programs reviewed. Differentiated expectations of thought were reflected across course offerings. In addition, a policy statement was included in each syllabus provided. “Student Learning Outcomes - The assessment of student learning is an integral part of the educational experience at Southwestern Illinois College. To this end, the faculty continually assess student learning to improve student success. Occasionally you will be requested to participate in college-wide and discipline specific assessment activities. Please take these assessments seriously. The data that is collected will provide valuable information to faculty and will be used to improve student learning at SWIC.” Outcomes data need to be verified by the site team.

If the institution offers any alternative delivery or compressed format courses or programs, were the course descriptions and syllabi for those courses appropriate and reflective of the institution’s policy on the award of academic credit?

__X__ Yes ______ No

**Comments:** The sample of reviewed syllabi and course descriptions were appropriate for the programs and reflected the institution’s policy on the award of academic credit. A list of courses that were offered in *Compressed Format* for Fall 2014 and Spring 2015 was provided.

If the institution offers alternative delivery or compressed format courses or programs, are the learning outcomes reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution’s policy on the award of credit? Are the learning outcomes reasonably capable of being fulfilled by students in the time allocated to justify the allocation of credit?

__X__ Yes ______ No

**Comments:** The learning outcomes and course expectations for the sampled online and accelerated format courses were appropriate to the courses and programs. Data of Outcomes of compressed formats need to be reviewed in detail on site. Courses in compressed format or in a non-traditional format have comparable expectations to those delivered in a traditional format. However, outcomes data needs to be verified by the site team.

Is the institution’s actual assignment of credit to courses and programs across the institution reflective of its policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

__X__ Yes ______ No

**Comments:** Information provided meets standard requirement but this can further be verified by the site team.

C. **Recommend Commission Follow-up, If Appropriate**
Review the responses provided in this section. If the team has responded “no” to any of the questions above, the team will need to assign Commission follow-up to assure that the institution comes into compliance with expectations regarding the assignment of credit hours.

Is any Commission follow-up required related to the institution’s credit hour policies and practices?

___ Yes  __X__ No

Rationale:

Identify the type of Commission monitoring required and the due date:

D. Identify and Explain Any Findings of Systematic Non-Compliance in One or More Educational Programs with Commission Policies Regarding the Credit Hour
Part 3: Clock Hours

Does the institution offer any degree or certificate programs in clock hours?

____ Yes  ___ No

Does the institution offer any degree or certificate programs that must be reported to the Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs?

____ Yes  ___ No

If the answer to either question is “Yes,” complete this part of the form.

Instructions

This worksheet is not intended for teams to evaluate whether an institution has assigned credit hours relative to contact hours in accordance with the Carnegie definition of the credit hour. This worksheet solely addresses those programs reported to the Department of Education in clock hours for Title IV purposes.

Complete this worksheet only if the institution offers any degree or certificate programs in clock hours OR that must be reported to the U.S. Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs. Non-degree programs subject to clock hour requirements (an institution is required to measure student progress in clock hours for federal or state purposes or for graduates to apply for licensure) are not subject to the credit hour definitions per se but will need to provide conversions to semester or quarter hours for Title IV purposes. Clock-hour programs might include teacher education, nursing, or other programs in licensed fields.

For these programs Federal regulations require that they follow the federal formula listed below. If there are no deficiencies identified by the accrediting agency in the institution’s overall policy for awarding semester or quarter credit, accrediting agency may provide permission for the institution to provide less instruction provided that the student’s work outside class in addition to direct instruction meets the applicable quantitative clock hour requirements noted below.

Federal Formula for Minimum Number of Clock Hours of Instruction (34 CFR §668.8)

1 semester or trimester hour must include at least 37.5 clock hours of instruction
1 quarter hour must include at least 25 clock hours of instruction

Note that the institution may have a lower rate if the institution’s requirement for student work outside of class combined with the actual clock hours of instruction equals the above formula provided that a semester/trimester hour includes at least 30 clock hours of actual instruction and a quarter hour include at least 20 semester hours.

Worksheet on Clock Hours

A. Answer the Following Questions

Does the institution’s credit to clock hour formula match the federal formula?
B. Does the team approve variations, if any, from the federal formula in the institution’s credit to clock hour conversion?

___ Yes       ___ No

Comments:

(Note that the team may approve a lower conversion rate than the federal rate as noted above provided the team found no issues with the institution’s policies or practices related to the credit hour and there is sufficient student work outside of class as noted in the instructions.)

C. Recommend Commission Follow-up, If Appropriate

Is any Commission follow-up required related to the institution’s clock hour policies and practices?

___ Yes       ___ No

Rationale:

Identify the type of Commission monitoring required and the due date:
### Nature of Organization

<table>
<thead>
<tr>
<th>CONTROL: Public</th>
</tr>
</thead>
<tbody>
<tr>
<td>RECOMMENDATION: nc</td>
</tr>
<tr>
<td>DEGREES AWARDED: Associates, Certificate</td>
</tr>
<tr>
<td>RECOMMENDATION: nc</td>
</tr>
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</table>

### Conditions of Affiliation

<table>
<thead>
<tr>
<th>STIPULATIONS ON AFFILIATION STATUS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior Commission approval is required for substantive change as stated in Commission policy.</td>
</tr>
<tr>
<td>RECOMMENDATION: nc</td>
</tr>
<tr>
<td>APPROVAL OF NEW ADDITIONAL LOCATIONS:</td>
</tr>
<tr>
<td>Prior Commission approval required.</td>
</tr>
<tr>
<td>RECOMMENDATION: nc</td>
</tr>
<tr>
<td>APPROVAL OF DISTANCE EDUCATION DEGREES:</td>
</tr>
<tr>
<td>Approved for distance education courses and programs. The institution has not been approved for correspondence education.</td>
</tr>
</tbody>
</table>
Recommendations for the
STATEMENT OF AFFILIATION STATUS

RECOMMENDATION:  nc

ACCREDITATION ACTIVITIES:

AQIP, Comprehensive Quality Review: 11/02/2015
AQIP, Systems Appraisal: 06/01/2019
AQIP, Systems Appraisal: 06/01/2023

RECOMMENDATION:
AQIP, Systems Appraisal: 06/01/2019
AQIP, Systems Appraisal: 06/01/2023

Summary of Commission Review

YEAR OF LAST REAFFIRMATION OF ACCREDITATION:  2008 - 2009
YEAR FOR NEXT REAFFIRMATION OF ACCREDITATION:  2015 - 2016
RECOMMENDATION:  2023-24 (If remaining in AQIP)
INSTITUTION and STATE: 1068 Southwestern Illinois College  IL

TYPE OF REVIEW: AQIP: Comprehensive Quality Review

DESCRIPTION OF REVIEW:

☑ No change to Organization Profile

<table>
<thead>
<tr>
<th>Educational Programs</th>
<th>Program Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programs leading to Undergraduate</td>
<td></td>
</tr>
<tr>
<td>Associates</td>
<td>69</td>
</tr>
<tr>
<td>Bachelors</td>
<td>0</td>
</tr>
</tbody>
</table>

| Programs leading to Graduate              |                      |
| Doctors                                   | 0                    |
| Masters                                   | 0                    |
| Specialist                                | 0                    |

| Certificate programs                      |                      |
| Certificate                               | 100                  |

**Recommended Change:**

**Off-Campus Activities:**
In State - Present Activity
Campuses:
Granite City Campus - Granite City, IL
Red Bud Campus - Red Bud, IL

Additional Locations:
Scott Air Force Base - Belleville, IL
East St. Louis Community College Center - East St. Louis, IL

**Recommended Change:**
Out Of State - Present Activity
Campuses: None.
Additional Locations: None.

Recommended Change:

Out of USA - Present Activity
Campuses: None.
Additional Locations: None.

Recommended Change:

Distance Education Programs:
Present Offerings:
Associate 11.1004 Web/Multimedia Management and Webmaster Web Development/Administration Internet
Associate 11.0101 Computer and Information Sciences, General Computer Information Systems Internet
Associate 13.1311 Mathematics Teacher Education AA in Teaching - Secondary Mathematics Internet
Associate 30.0101 Biological and Physical Sciences Associate of Science Internet
Associate 24.0101 Liberal Arts and Sciences/Liberal Studies Associate in Arts Internet
Associate 24.0102 General Studies Associate in General Studies Internet
Associate 52.1401 Marketing/Marketing Management, General Marketing Internet
Associate 52.0401 Administrative Assistant and Secretarial Science, General Office Technology Specialist (Legal; Accounting; or Medical) Internet
Associate 19.0709 Child Care Provider/Assistant AAS - Early Childhood Education Internet
Associate 10.0303 Prepress/Desktop Publishing and Digital Imaging Design Electronic Publishing Internet
Associate 44.0701 Social Work AAS - Human Services Technology Internet
Associate 13.1501 Teacher Assistant/Aide AAS - Paraprofessional Education Internet
Associate 10.0303 Prepress/Desktop Publishing and Digital Imaging Design Graphic Communications Internet
Associate 11.1004 Web/Multimedia Management and Webmaster Web Designer Internet
Associate 11.9999 Computer and Information Sciences and Support Services, Other Computer Mgt. info Systems Internet

Associate 52.0401 Administrative Assistant and Secretarial Science, General Administrative Assistant Internet

Associate 52.0703 Small Business Administration/Management Management Internet

Certificate 52.0401 Administrative Assistant and Secretarial Science, General Office Technology Assistant I Internet

Certificate 52.0401 Administrative Assistant and Secretarial Science, General Office Technology Assistant II Internet

Certificate 13.1501 Teacher Assistant/Aide Certificate in Paraprofessional Education Internet

Certificate 11.0202 Computer Programming, Specific Applications JAVA Programming Certificate Internet

Certificate 52.0401 Administrative Assistant and Secretarial Science, General Microsoft Office Specialist Internet

Certificate 52.0401 Administrative Assistant and Secretarial Science, General Administrative Office Support Internet

Certificate 15.1202 Computer Technology/Computer Systems Technology Computer Technology Internet


Certificate 52.0401 Administrative Assistant and Secretarial Science, General Office Support Technology Certificate Internet

Certificate 52.07 Entrepreneurial and Small Business Operations Management Certificate and Entrepreneur Certificate Internet

Certificate 52.0401 Administrative Assistant and Secretarial Science, General Virtual Assistant Internet

Recommended Change:

Correspondence Education Programs:
Present Offerings:
None.

Recommended Change:
Contractual Relationships:
Present Offerings:
Associate 51.0904 Emergency Medical Technology/Technician (EMT Paramedic) Associate of Applied Science in Paramedic/Paramedicine

Associate 51.0908 Respiratory Care Therapy/Therapist Associate - 51.0908 Respiratory Care Therapy/Therapist (Respiratory Care)

Associate 51.0904 Emergency Medical Technology/Technician (EMT Paramedic) Associate of Applied Science in Paramedic/Paramedicine

Recommended Change:

Consortial Relationships:
Present Offerings:
None.

Recommended Change: