

REPORT OF A COMPREHENSIVE EVALUATION VISIT

TO

Lewis and Clark Community College
Godfrey, Illinois

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FOR

The Higher Learning Commission
A commission of the North Central Association

EVALUATION TEAM

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I. CONTEXT AND NATURE OF VISIT

A. Purpose of Visit

The primary purpose of the visit to Lewis and Clark Community College (L&C) was to conduct a comprehensive evaluation visit for reaffirmation of accreditation.

Additionally the College requested to move from an initial entry at Level 0 in the Commission's distance delivery brackets to Level 2 in distance delivery, which would allow for the delivery of up to 20% of degree programs offered by Lewis and Clark in a distance delivery format. The College identified eight AAS programs (19% of the AAS programs) as meeting the definition of distance delivery programs. They included the following: Accounting, Criminal Justice, Industrial Tech-Management, Management, Office Assistant-Administrative, Office Assistant-Legal, Office Assistant-Medical, and Paralegal.

B. Institutional Context

Lewis and Clark Community College is a public two-year community college whose main campus in Godfrey, Illinois is located 30 miles from St. Louis. The College is governed by a Local Board of Trustees. The main campus, located on 218 acres includes numerous historical buildings, beautiful grounds, gardens, sculptures, ponds as well as new state-of-the-art facilities which have maintained the historic beauty of the campus. A single-campus institution, the College does extensive outreach offering instruction at sites in five additional communities and all the public high schools in the seven county district. To date, only one of these sites has required Commission review.

The College serves 13,500 credit students annually. The institution's array of educational opportunities includes preparation for transfer to a four-year college or university, career and occupational training in degree and certificate programs, workforce training, GED training and adult basic education. They also offer programs specifically for special needs citizens as well as non-credit continuing education and community educational activities. The College plays an integral part in the community not only providing educational opportunities, but also sponsoring numerous campus events including athletic and cultural events. Through partnerships they are promoting both research and community awareness in sustainable practices, and river and ecosystem preservation. L&C opens their campus for use by the community for non-college activities as well as being actively involved in the community.

C. Unique Aspects or Additions to the Visit

In addition to the comprehensive visit a review was conducted of distance education. Although 19% of Lewis and Clark's degrees meet the definition of distance delivery programs at 50% or higher, no programs are currently offered 100% on-line and the College stated it has no intentions of moving in that direction at this time.

Complete academic programs are offered at only the main campus; however a team member did visit four of their other locations.

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

Community Education Center, Carlinville
Community Education Center, Jerseyville
Community Learning Center, Alton
N.O. Nelson Site, Edwardsville (to date only this location has required approval)

E. Distance Delivery Reviewed

Distance delivery was reviewed in response to Lewis and Clark's request for approval to offer distance education offerings at Level 2.

II. COMMITMENT TO PEER REVIEW**A. Comprehensiveness of the Self-Study Process**

Lewis and Clark College's self-study process was led by a six member Self-Study Coordination Team which guided the College's efforts over a two year time-span. Broad participation occurred in this process. Administrators, faculty and staff served on Criterion and Support Committees and also participated in self-study related in-service activities. Six members from the community were also asked to review and comment on the draft of the Self-Study document.

B. Integrity of the Self-Study Report

The structure of the Self-Study followed the framework of the Criterion and the general areas the Team is expected to review. Core Components were noted in the margins as applicable through-out the chapters. (References such as 1.A.3 could be referenced back to the Criterion). It was obvious that much effort had gone into the development of the Self-Study Report. Margin notations also provided direct links to material as well as references to the location of materials in the resource room. The links were located adjacent to the relevant content thus providing easy access to the material that would support the integrity of the content of the Self-Study. The additional coding in the margins such as MC-01 and PI-01 was not immediately self-evident to the Team however upon arrival to the campus it was obvious they related to the filing of materials in the resource room.

Each of the chapters of the report which addressed the Criterion concluded with a section which drew conclusions as a result of the information presented and identified next steps. The next steps which were identified often referenced either the strategic goals in the College's new Strategic Plan or identified a College Strategic Project which demonstrated their commitment to the action.

C. Adequacy of Progress in Addressing Previously Identified Challenges

The College had one challenge identified during their last comprehensive visit which resulted in a submission of a monitoring report on assessment in 2006. That report was completed on schedule and accepted by the Higher Learning Commission.

At the time of the last visit the Team offered ten recommendations in consultation. In the Self-Study the college documented that they gave consideration to all the recommendations and have implemented those recommendations or in the few cases where they chose not to implement the recommendation, provided an explanation of why that decision was made.

Thus the Team considers the response of this organization to previously identified challenges as adequate.

D. Notification of Evaluation Visit and Solicitation of Third-Party Comment

Requirements were fulfilled. The Team reviewed the notification which had been printed in the local paper inviting third-party comment.

III. COMPLIANCE WITH FEDERAL REQUIREMENTS

The College, although following acceptable practices, does not have an institutional policy, as required, on the calculation of credit hours under all delivery formats. Rather it relies on policy of the Illinois Community College Board (ICCB), which is an acceptable practice provided that the college itself makes explicit this reliance and provides links to the ICCB information.

IV. 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: Core Component is met

Evidence:

- The institution's mission documents (Vision, Mission, Purposes and Values) were developed many years ago and are based on the statutory mission for community colleges in Illinois. These documents continue to be revisited as needed. The development of the Lewis and Clark Community College (L&C) mission statement in 2002 was led by a fourteen member "Mission Committee". Selected faculty, staff, students and administration were members of the committee.
- The L&C Board of Trustees endorsed the mission statement that clearly and broadly defines the College's mission. The Board regularly reviews and updates the statements.
- The institution operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the faculty, staff, administration and Board of Trustees.

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: Core Component is met

Evidence:

- The mission statement sets a standard for effectiveness and integrity and serves as the foundation for the long range planning process. The College's mission is expressed in many public documents such as the College catalog, website, handbooks, signs throughout the College, and special publications.
- In meetings with the Board of Trustees, administration, faculty, staff, students and members of the community, it was evident that L&C's mission was understood and supported.
- The College provides ample evidence of policies related to the guiding principles within the mission including the website, Board Highlights, requests for proposals (RFPs), the Board of Trustees Policy manual, admissions forms and employment applications. In addition, a framed version of the mission is displayed in many of the offices, meeting rooms and the President's Office. Also, the document referred to as

the “Strategic Roadmap” is widely circulated at meetings and events with both internal and external constituents.

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: Core Component is met

Evidence:

- Both the statutory mission and the College mission clearly recognize the diversity of constituents served by L&C. In 2005, the institution publicly confirmed the College’s commitment to serving a diverse community in a policy statement that was supported by the Board of Trustees.
- Results from the employee survey and the external constituencies’ survey indicate that L&C is successful in promoting diversity and does practice fairness in its relationships with employees, students, and external constituents suitable for a multicultural society.
- The institution has developed a diversity plan with five specific goals. Currently the institution’s minority enrollment is 11% which is higher than the surrounding counties’ minority population.

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: Core Component is met

Evidence:

- When talking to campus personnel it was clear that L&C’s policies reflect the mission, that individuals are treated fairly, that there are adequate provisions for people with disabilities, and that the L&C environment welcomes the diversity of students. Additionally the Board of Trustees confirmed that college policies are fair

and unbiased. The College mission to value and support diversity serves as a basis for many long-standing institutional initiatives such as disability services, TRiO, Upward Bound, Talent Search and GED classes, general education courses, student organizations, tutoring, distance education, global education, scholarship and financial aid services, continuing education, and diversity education programs for employees.

- The College through its Human Resources Department has put in place a process for attracting qualified minority faculty and staff to Lewis and Clark Community College.

Team Determination on Criterion One:

Criterion is met.

Summary Statement on Criterion:

Lewis and Clark's continuing commitment to the mission of the institution in the form of public engagement is reflected in Goal 4 of the FY 2013-2017 Strategic Plan. L&C's Board of Trustees consists of eight members, including seven elected trustees and one student trustee who also has voting authority. Trustees are elected at large by the voters of the District for staggered six-year terms. The Board members represent a broad spectrum of constituents served by the college. According to an employee survey, most employees believe that the Board members function in accordance with the College's mission and policies.

Lewis and Clark administration are seasoned and well-qualified for their positions and have demonstrated a high degree of commitment to the College mission. The level of longevity among senior administration has provided L&C with stable, experienced leadership.

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: Core Component is met

Evidence:

- Lewis and Clark Community College has established policies and procedures governing fair and ethical practices across the institution: in governance, business operations, administration, teaching and learning, communications, and personal and professional relationships. These define rules for ethical conduct affecting the Board of Trustees, administration, faculty and staff, students, and contractors.
- College policies address a wide range of ethical standards, codes of conduct, and acceptable practices, including employment, academic, accounting, and copyright standards. In doing so, L&C has clearly demonstrated fair and ethical practices in all of the College's processes. These policies and procedures are articulated in a number of documents such as the faculty and staff guidebook and personnel policies and procedures manuals, all of which may be accessed via the Lewis and Clark website.
- Lewis and Clark identifies their requirement to follow either the mandates of the Illinois Legislature or the Illinois Board of Community College as setting the framework on a number of topics. One of those topics is in the area of nepotism. The College is unique in the fact the President's spouse is the Vice President of Academic Affairs, a position which would typically report to the President. It was obvious during the visit that this was not a concern for the College Community and that each individual is identified for the expertise they have related to their position. This works well for the College because of the integrity, professionalism and exemplary skills of these individuals. The Team was also able to identify during the visit that the Board had addressed this situation in writing, some time ago, by identifying the Chairman of the Board as the individual to whom the V.P of Academic Affairs would report. Given the fact that the Board Chair is in a policy making role not that of operations he identified needing to call upon the President for specific information in the performance evaluation of the Chief Academic Officer.
- Lewis and Clark's financial records are audited each year by an independent auditing firm. These audits consistently certify that the College's accounting conforms to accepted accounting principles.

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.

Team Determination: Core Component is met

Evidence:

- Lewis and Clark Community College employs a variety of communications channels and media to communicate important policy and program related information and also information on accreditation to students and to the public in general. This

includes the College website, as well as email delivered in the form of broadcast messages, and the LCeNews.

- College staff frequently visits local high schools and other venues to inform the public about Lewis and Clark's programs, and financial aid offerings and to encourage individuals to improve the quality of their lives through education or attendance at one or more of the many cultural or athletic events offered at the College.
- The local newspapers frequently report on College affairs, upcoming events, and special programs being offered. Lewis and Clark publishes an informational magazine called Discover three times a year and provides the schedule of classes (also three times a year) as a free insert in the local newspaper.
- Press releases, Board highlights, outside signage, advertising (print and radio), and other channels are used to convey important information about the College and its offerings. L&C and individual faculty also use social media, including Facebook and Twitter to communicate with students.
- The comprehensive collection of all Board Policies provides the overarching framework for the institution's operation. In questioning the existence of a policy on a certain topic which the Team could not find for itself, they learned that the collection of the College's policies is included within two separate documents. One was identified as including the major policies and the second was topics that, although also board policies, were more procedural in nature. The Primary Board Policy Book did not reference or link to that second document.

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: Core Component is met

Evidence:

- The College's Ethics Policy, adopted in 2009, outlines the appropriate rules and regulations as they apply to the L&C managers and employees. Under this policy,

potential conflict of interest and related ethics violations are addressed through policies that prohibit the acceptance of contributions, donations, gifts, or other incentives or inducements from external parties. It also prohibits external parties from attempting to exert political pressure to influence business or other decisions at Lewis and Clark.

- College officers and employees are required to report any attempts to unduly influence college operations, processes or application of policies. Failure to comply with the College's ethics policy could result in disciplinary action up to and including dismissal. Some violations of the policy are subject to criminal prosecution.
- In addition to adopting the College's ethics policy, the College also appointed the Vice President of Administration (VPA) to serve as the College ethics officer and in that capacity to assist employees in understanding and interpreting the policy. To date no violations of this policy have been reported. The meeting with Human Resources revealed that Lewis and Clark's management philosophy is to hire the right people to do their jobs.

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

Evidence:

- The administration and the Board observe and respect the principle of academic freedom as it relates to the faculty's lead role in academic matters. L&C's policy on academic freedom and critical inquiry is articulated in the Board Policy Manual (section 404).
- Faculty participate in various institutional committees, many of which have a majority faculty membership and provide oversight to academic and co-curricular programs such as Curriculum and Instruction, Rank and Promotion, Diversity Council, and the Technology Enhanced Learning Committee.

Core Component 2E: The institution ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

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

Evidence:

- Policies related to ethical practices, particularly as these relate to copyright and the use of intellectual property, confidentiality, plagiarism, cheating, and the use of human subjects in research, explicitly define accepted practices and strict procedures that must be followed. As a community college with a unique research mission in collaboration with University of Illinois in the context of the National Great Rivers Research and Education Center (NGRREC), Lewis and Clark has maintained close and consistent oversight of the integrity of research conducted by faculty, staff, and students.

Team Determination on Criterion Two:

Criterion is met

Summary Statement on Criterion:

Lewis and Clark has worked steadily to update policy documents to accommodate external directives from higher authorities (state, federal, HLC, ICCB, IBHE, etc.), internal changes (e.g., modifications of the College's purposes and values, the addition of human subjects and diversity policies), and where necessary and appropriate simply to clarify the language of particular policy statements. The College however does not have a practice of reviewing policies on a regular cycle. It is suggested that the College would find benefit in identifying a cycle during which the Board of Trustees would review existing policies. The institution has presented relevant policies and procedures to constituencies, both internal (students, staff) and external (potential students, parents, citizens), in ways that are convenient and easily accessible (website, electronic documents). To the individual who is not familiar with the college, the existence of two Board Policy Collections is confusing. Efforts to improve communication and make available important information about academic programs, student services, and other offerings have been made. Some of this continuing work will be addressed under three strategic projects: Project 3: Continuous Quality Improvement, Project 4: Institutional Quality and Effectiveness, and Project 5: Knowledge and Information Management (cf., the Strategic Plan: FY 2013-2017). The College may also wish to consider the implementation of either a 180 degree or 360 degree evaluation model for all administrative VP positions.

CRITERION THREE: Teaching and Learning: Quality, Resources, and Support.

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: Core Component is met

Evidence:

- Lewis & Clark Community College offers four undergraduate degrees (Associates of Art, Science, Fine Arts, and Applied Science), Certificates of Completion, and Certificates of Proficiency. All programs undergo rigorous review by the Academic Affairs Committee (AAC), the Curriculum and Instruction Committee (CIC), the Illinois Community College Board (ICCB), and the Illinois Board of Higher Education (IBHE). The College's programs also undergo review by outside accrediting agencies for professional programs—e.g., ADA-CODA for dental assisting/dental hygiene, NLNAC for nursing, ACOTE for occupational therapy assistant, NATEF for automotive technology, and ASE for automotive service. This exemplifies various levels of accountability to ensure programs are current and appropriate for student learning.
- All course learning outcomes are clearly stated on course syllabi, which are made available to all constituencies via the L&C website. Syllabi for face to face, online, web blended, and dual enrollment courses clearly state learning objectives. Online courses are reviewed by the Technology Enhanced Learning Committee (TELC) to ensure quality, and Lewis and Clark Community College has NACEP accreditation, which verifies quality delivery of dual enrollment courses.
- Online courses are designed according to Quality Matters and are peer reviewed for consistency. The "Online Course Review Checklist" is used during peer evaluations. Faculty is encouraged to take the professional development course, *Implementing Blackboard*, to assure that each is ready to teach online.
- Program coordinators provide program reports every five years to demonstrate currency of programs. Additionally, career and vocational program advisory committees consult annually to ensure programs are current and meet the workforce needs of the region.

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: Core Component is met

Evidence:

- Lewis & Clark Community College has a General Education Core Curriculum (GECC) for degree programs that requires completion of 12-13 courses (37-41 GECC credits). These GECC courses are designed to develop transferable skills in six core areas: communication (written), communication (oral), critical thinking, mathematical reasoning, social relations, and global awareness.
- The General Education Assessment Committee (GEAC) assesses compliance with GECC learning outcomes via cohorts of faculty partners. The GEAC outcomes are articulated on the GEAC website and are assessed using GECC rubrics. Outcomes achievement is then presented in the GEAC annual report. Faculty Annual Performance Objectives (APO) reports reveal compliance and strategies used to achieve GECC outcomes.
- Faculty who wish to improve their knowledge and practice of general education assessment may complete EDTR courses. The college also hosts a KYSS (Keep Your Students Successful) Conference for professional development and provides training via the Center for Teaching and Learning (CETL). Faculty also participates in national professional development. For instance, 85 of the 105 full time faculty members presented at conferences between 2010 and 2012.
- Student engagement with creative work is evidenced by the use of student art in the Hatheway Center, publication of creative writing in *Peppermint Rooster Review*, and public sharing of student writing during Writing Symposia.
- Students engage in discovery of knowledge through participation in the National Great Rivers Research and Education Center (NGRREC) Internship program. They also conduct research in child psychology courses. Before assigning research assignments, faculty must submit proposals to the IRB. Students must secure informed consent, and they must write up reports.

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: Core Component is met

Evidence:

- Lewis & Clark faculty is qualified based on state requirements. In fact, as of 2012, 33 of the 367 full-time and part-time faculty members have doctoral degrees, and 207 have Master's degrees.
- L&C ensures new faculty is supported through New Faculty Round Tables. These are conducted monthly to provide orientation, mentoring, and resources.
- Faculty undergoes ongoing professional development through EDTR and CEPD courses offered through the Center for Excellence in Teaching and Learning (CETL). CETL also sponsors the annual KYSS conference, and "Technology Tuesdays" on campus. At least 116 out of 367 faculty participated in at least one EDTR course in 2012. Faculty members are also encouraged to engage in national professional development and receive financial support to do so. Online faculty can also take discounted courses offered by the Illinois Online Network (ION) for support with online instruction and course design. Finally, L&C's participation in Making Virtual Classes a Reality (MVCR) enables the achievement of a master online teaching certificate for faculty.
- Faculty research initiatives are also supported. Sabbaticals were granted in 2010 and 2011 for two faculty members to conduct research studies.
- All faculty must complete Annual Performance Objectives (APO) reports, which are reviewed by the Vice President of Academic Affairs and the three academic Deans. Additionally requirements for tenure include classroom observations of faculty to ensure quality instruction and best practices are evident. Non-tenured faculty is observed once a semester for three years.
- Faculty is required to maintain a minimum of 10 office hours per week for student inquiries. Students boast of timely responses from instructors when using email correspondence.

- Staff members who provide support services for students receive professional development continually. Financial aid workers receive training from the Department of Education Financial Aid Conference and the Financial Aid Administrators Conference. ASE/ABE staff also attends an annual adult education conference.

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: Core Component is met

Evidence:

- L&C faculty and staff have developed various student success initiatives. Among them are the Bridges Program, which helps students successfully transition from adult and developmental education courses into Health Sciences; the "Weak in 3" initiative that requires evaluation of student performance on Compass placement to determine counseling, advising, and course readiness needs if students are weak in all three areas (Math, Reading, and Writing); the contextualized courses in Art, Music, Psychology, and Sociology, and the integrated basic skills and career contexts in keeping with the I-BEST model.
- Various strategies are in place to support student success at Lewis and Clark Community College. New Student Orientation is held each year in order to increase contact with and disseminate critical information to students; the student portal, which is a single access point for student information, is available online; the Veterans Affairs office advocates for student veterans; TRiO programs provide counseling and guidance for disadvantaged students; and the Student Success Center provides tutoring and academic support for students.

- Software licenses are purchased for campus and faculty, which allows students to purchase software for discounted rates through Microsoft's Ultimate Steal program (online resource).
- Supporting College Transition (SCT) and College for Life (CFL) programs help support the academic and personal growth of students with developmental disabilities. These programs provide a variety of support services for students with developmental, learning, neurological, hearing, visual, mobility, and emotional disabilities. Through these programs, L&C reaches out to those in the community with sometimes severe developmental disabilities, including Down's syndrome, autism, spina bifida, cerebral palsy, and mental retardation. The Community College Consortium on Autism and Intellectual Disabilities (CCCAID) recognized L&C for the high quality of these programs.

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

Evidence:

- Lewis and Clark Community College administrators have ongoing partnerships with community members that contribute to the rich culture and history of the College. Nearly a dozen national/international artists have created works of art that are permanently exhibited on the College campus. Artist Richard Hunt was commissioned to build sculptures on campus that commemorate the Lewis and Clark expedition and the Middle Passage. He provides an annual lecture for the L&C community on campus.
- In order to ensure support during transfer or transition, L&C has 2+2 partnerships with a number of four year institutions, including Greenville College, Missouri Baptist University, Maryville University, Southern Illinois University at Carbondale, and Southern Illinois University at Edwardsville. Students attending Missouri Baptist University can earn Bachelor and Master's degrees on L&C's campus.
- The campus publication, *Peppermint Rooster Review*, honors students' creative writing, while the Writing Symposium celebrates students' academic writing.

- Honors Day on campus celebrates student academic achievement. There are also extra-curricular organizations that celebrate student achievement (Phi Theta Kappa)

Team Determination on Criterion Three:

Criterion is met

Summary Statement on Criterion:

Lewis & Clark Community College has many systems in place to ensure quality delivery of education on campus, off campus (i.e. dual enrollment), online, or via blended or hybrid courses. The college undergoes rigorous assessment and evaluation by external accrediting agencies and has developed an internal system for review and evaluation of courses and programs to ensure quality. The institution promotes intellectual rigor through its emphasis on a general core curriculum and provides top notch professional development, which is enhanced by local corporate and community partnerships. The college is committed to ensuring the faculty and staff members are adequately credentialed and continue to grow in their knowledge and skills development through professional development on campus and through national organizations. Finally, the college leadership is committed to providing a culturally, academically, and socially rich learning environment that supports and welcomes students, faculty, staff, administrators, and the community.

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

Evidence:

- In response to an HLC team recommendation in 2003, Lewis and Clark Community College maintains a regular program review cycle, which has become standard practice since 2007. The College also developed a mandatory faculty training course in program assessment, EDTR 279, which is the start of the five year review cycle, in alignment with the ICCB mandated program review cycle. Although formally a five year process, some faculty and administration also review informally on an annual basis. Program coordinators, deans and/or faculty select direct and indirect measures for program reviews. Evidence exists in the Self Study, the Assessment Monitoring Report, the Student Learning Committee (SLC) Goals for Assessment, and program assessments from Paralegal, Automotive Technology, English, Biology, Computer Graphics and Web Design, and General Education Programs.
- Lewis and Clark Community College cooperates with the Illinois Articulation Initiative (IAI) Consortium, which provides a framework for articulated courses within the state. General education courses are reviewed by a statewide panel, and program faculty statewide review program specific curriculum on a five year schedule. There is a process in place for other credit requests through the use of the Request for Non-Traditional Credit Form. In addition, Lewis and Clark faculty regularly review the quality and validity of non-traditional credit requests.
- For each course both adjunct faculty and full time faculty are required to address the same learning outcomes with the same level of rigor.
- For dual credit courses, high school instructors are required to have the same credentials, students take the same preliminary placement testing, courses have the same design and quality, and students are held to the same levels of achievement as courses offered on campus. Dual enrollment programs are evaluated and structured according to NACEP standards and exceed dual credit standards set by legislation and evaluated by the Illinois Community College Board.
- When College research indicated that online students perform less well, on average, than face-to-face students in the same courses, faculty established minimum GPA thresholds for online enrollment and created a prerequisite online readiness course that improved learning outcomes. Students confirmed this expectation, indicated they

had taken the course before their online class, and felt prepared for online coursework.

- Human Resource staff members confirmed that all faculty position postings follow accepted practice of seeking appropriate education and career benchmarks in accordance to the credential requirements.
- The college maintains accreditation for appropriate programs (NATEF, ASE, NLNAC, ADA-CODA, ACOTE). All 3rd party accredited programs are in compliance with accreditation standards, and have been reaccredited. Students in affected programs must complete national licensure exams for successful program completion.
- Lewis and Clark Community College investigated reports of success from transfer students through the ICCB, NSC and IPEDS databases. Data indicated that graduates enjoyed similar success to native students at transfer institutions. The College also measures graduate success by local economic impacts such as income contribution, engagement in local community service organizations, job placement, job advancement, and other methods aligned with its mission. The College was recently recognized for improving the number of completions and has implemented a degree audit system to assist in this area.

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: Core Component is met

Evidence:

- 100% of full time faculty is involved with assessment and has been since 2005. Regular professional development is available to faculty through the Center for Excellence in Teaching and Learning.
- Each of the six general education outcomes has an identified lead to engage faculty in assessment activities across the curriculum.
- The 103 full time faculty complete course level assessment, described in the Annual Performance Objectives (APO) report. Faculty and deans work together to interpret results and plan ongoing assessment and improvements each year. Program coordinators are identified for each program area that own the courses and are

responsible for updating the curriculum. All faculty have access to master syllabi which are housed in the Colleague database, and are also filed in the ICCB database.

- Lewis and Clark Community College establishes learning goals at the course level that are described in the syllabi and course outlines. These documents include prerequisites, course rigor, student learning outcomes and expectations. Measureable outcomes are tangible and promote improvements that can be tabulated. In addition, the college has identified Program Level learning outcomes for summative assessment of graduating students.
- Training in assessment is ongoing in EDTR courses, and new training opportunities are in development. Multiple methods are used including pre-test post-test, and information is documented and shared in an annual report which is analyzed to inform changes and enhancements to student learning. This was confirmed in faculty meetings, the Assessment Monitoring Report, and APO Course Level Assessment examples from READ 125 and XSCI 200.
- Retention and completion is an area of focus in course and program level evaluations. Institutional Research provides multiple metrics for comparison and consideration. Faculty members, Program Coordinators and Deans indicate that interventions have been designed for courses or delivery methods that have low completion rates.
- The Student Learning Committee (SLC) has identified multiple goals for Assessment including specific metrics and action steps for completion. These include, but are not limited to: increasing scholarship in assessment, maintaining high faculty participation, increasing the number of examples of measurable improvement, and creating a web based repository of assessment resources.
- Co-curricular activities are available and align with many program areas. It does not appear that specific outcomes are identified for co-curricular activities or that methods of assessments, other than satisfaction surveys, have been identified for co-curriculars.

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: Core Component is met

Evidence:

- Within the Self Study, the College states that “retention and persistence are routinely measured as part of course sequence and program assessments.” This was confirmed in the Program Assessment Committee meeting, with the discussion of the future implementation of the Institutional Report Card prototype.
- The College examines retention, persistence and completion rates, factoring out extenuating circumstances (military service, transfer, etc.). By analyzing persistence and completion rates of cohorts, the college has information available that informs further improvements.
- The College has given the validity of data on their student population a great deal of thought and evidence is provided that supports this as an ongoing process. As the population data was explored, data gathering and reporting methods were improved, and adjustments made to these methods, The Self Study identified that adjustments in methods occurred in 2001-2009, 2010, and 2011-12.

Team Determination on Criterion Four:

Criterion is met

Summary Statement on Criterion:

Lewis and Clark Community College should be commended for their commitment to learning accessibility. Their collaboration with dual enrollment, articulation, and co-location is a best practice that serves students in all stages of learning. The College has also been vigilant in maintaining rigor by using like syllabi, assessments, and course level outcomes regardless of instructor or delivery mode. In addition, the implementation of the institutional report card should provide valuable information to further the success of the College and the students it serves.

The College has made a great deal of progress in assessment since the 2003 visit. The program coordinators, faculty and deans can be proud of the high level of engagement and the creation of goals and strategies to continue to improve assessment efforts at the College. Course level assessment and program learning outcome assessment is taking place, and a regular program review cycle has been established. Lewis and Clark Community College has done good work in developing common rubrics to assess

General Education Outcomes at the course level. If there is a desire to take the next step, the College faculty could choose to further integrate these outcomes and the various program areas. As an assessment schedule has been created in the Assessment Monitoring Report to HLC in 2006, a similar schedule could be created that includes core program courses to ensure that the learning is embedded throughout the curriculum. A matrix indicating in which core program courses the general education outcomes are assessed could provide a roadmap to ensure that these outcomes are truly embedded and measured in contextual ways, in core program coursework. This matrix of general education outcomes in core program courses could include the proposed assessment strategy and frequency to ensure regular application of assessment and the ability to compare longitudinal outcomes. This could ultimately facilitate the assessment of all general education outcomes within the programs in each 5 year cycle of program review.

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: Core Component is met

Evidence:

- Lewis and Clark Community College (L&C) demonstrates exemplary resource management in the midst of a difficult state economic and fiscal environment which has resulted in significant reductions in state aid. State aid currently accounts for 21% of revenues compared to 36% ten years ago. Through prudent planning and strategic allocation of limited resources L&C has managed to grow enrollment, expand programs, and maintain reserves (\$5.1M as of 6/30/2011) while keeping tuition affordable (\$114 per credit hour) as well as minimizing increases in local property taxes. In addition, L&C has maintained and added to an

impressive infrastructure that meets the institution's current and anticipated needs.

- Lewis and Clark's operational and capital improvement revenues are derived from three sources: state aid, local taxes, and tuition and fees. The College's most recent audits (FY2010-11 and FY2011-12) demonstrate that college revenues are allocated directly to appropriate educational purposes. The audits include no negative findings.
- The College has recently reexamined and modified its mission statement and has directed its new 2013-2017 Strategic Plan toward the accomplishment of the mission through a series of well-articulated goals and objectives, and projects. The stated goals and objectives, articulated to support the modified mission statement, are realistic relative to L&C resources and in light of the institution's history of accomplishing what it sets out to do. The College has engaged in appropriate environmental scanning and assessment of institutional capabilities and has chosen feasible and mission critical short-term initiatives such as increasing the resources of L&C Foundation to provide scholarships, emergency funding, and other services for economically challenged students (Strategic Project 2: Student Financial Assistance).
- Lewis and Clark has a qualified and trained staff as a result of a well-developed and time-tested screening and hiring processes and subsequent on-the-job training and professional development plans crafted in consultation with their supervisors. In a recent training activity, September 2011, all L&C executives and managers received CQI training from an outside expert to facilitate implementation of Strategic Project 3, "lead, coordinate, nurture, reinforce and 'champion' the transformation of the College to a CQI culture at every level."
- L&C has a mature and tested process for budget planning and monitoring institutional expenditures. The budget process includes mechanisms for funding routine expenditures and for identifying, prioritizing, and implementing new initiatives based on relevance to the college's mission and strategic plan. The college utilizes a bottom up approach to budget development engaging employees at all levels. The budget process is informed by reliable data and analysis including projections based on historical trends, anticipated revenues from state and local funding, restricted funds for capital or grants, tuition and fees, and planned operational and capital expenditures over the next 3-5 years.

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: Core Component is met

Evidence:

- The stable and informed Board of Trustees understands its role as policy makers and provides leadership within the local community to facilitate college growth and development. The Board has a high degree of confidence in the College's president and administrative team. The Board consists of members who are well-known and active in their communities rendering them able advocates and spokespersons for L&C. The Board highly endorses the strategic direction taken by College administration and understands that the ultimate purpose for institutional initiatives is increased student success. The Board understands the importance of collaboration with various community partners.
- At the level of Board of Trustees, President, and Cabinet, L&C governance is hierarchical. However, in the daily management and operation of the College, managers and employees function as collaborative teams in keeping with the College's intention that managers will often serve more as coaches and facilitators than supervisors. Interviews with managers and subordinates in all areas of the college revealed that employees feel that they have appropriate input into the governance and operation of the college as it relates to their respective areas of responsibility. In keeping with the L&C focus on continuous quality improvement, employees are encouraged to be entrepreneurial and creative, to take the initiative, and to engage in prudent risk taking.

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

Evidence:

- Lewis and Clark's mission and strategic plan are focused on providing relevant and engaging experiences for students. Accordingly, resources are directed toward that purpose. L&C has strategically allocated its resources to hire and develop quality employees, viable facilities, relevant programs, appropriate infrastructure, and support services that in concert deliver high quality learning experiences. L&C's annual budget development and approval process is designed to align allocation of resources with the

mission and strategic priorities. L&C's "purposes" mirror this emphasis on the learning environment and include transfer programs, career and technical certificate and degree programs, adult and developmental education, general education, workforce training, community education, as well as support for economic development, research, and the advancement and well-being of the community beyond the campus.

- L&C regularly engages in strategic and operational planning, using methods which have served it well over time. Strategic planning at L&C employs an inclusive process that emphasizes the alignment of the mission, purposes, values, and vision with recommendations for projects that derive from the planning effort. At the department level, administrators and managers are encouraged and assisted in developing operational strategies and budgets and mission statements. Numerous plans were updated in 2012 including the 5-Year Institutional Strategic Plan, the 5-Year Information Technology (IT) Strategic Plan, and the 5-Year Enrollment Development and Management Plan.
- Lewis and Clark has been successful in supplementing its three main sources of revenue (state aid, local taxes, and tuition and fees) with additional funding from other sources such as auxiliary services, facility rental, personal donations, and grants. In a difficult fiscal and economic climate, L&C has maintained adequate budgetary support for operational, maintenance, and strategic priorities through a combination of prudent planning, effective controls, operational efficiencies, and entrepreneurship. An examination of L&C's "Summary Operating and Capital-Restricted Expenditures FY 2003-2012" shows stable and gradually increasing allocations to instruction, student services, and academic support functions which mirror L&C's enrollment increases.

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: Core Component is met

Evidence:

- Lewis and Clark Community College examines institutional effectiveness with regard to student success, employee satisfaction, quality (programs, services, operations, outputs), and efficiency. The institution defines effectiveness as its "ability to accomplish the desired or intended results with optimum efficiency and complete integrity" (Self Study). L&C has committed to transparency about its performance across a wide spectrum of metrics, summarized in a draft Institutional Report Card which is still under development but scheduled for implementation in 2013. The Report Card metrics include State of Illinois key measures for performance based funding. The Report Card is also aligned with other large-scale initiatives such as Complete College America, National Governors' Association, American Association of Community College's Voluntary Framework of Accountability, and the Illinois

(IBHE) Consumer Report. L&C strives to focus its resources on improving student success as well as to document progress towards success in the form of retention, persistence, completions, achieving momentum points, and ultimately earning a degree or certificate.

Team Determination on Criterion Five:

Criterion is met

Summary Statement on Criterion:

Although state aid has steadily decreased as a proportion of the Lewis and Clark operating budget, the College has been able to continue to provide an outstanding learning environment with enviable infrastructure while maintaining sufficient reserves. The local tax burden has remained stable while tuition and fees have increased modestly to offset state aid losses. L&C has solid annual and long-term budget planning processes. The recently completed 2013-2017 Strategic Plan contains mission and vision centered goals and objectives and related projects. The goals, objectives, and projects are realistic given the College's available resources and results of environmental scanning and needs assessment. The College's increased emphasis in continuous quality improvement, evidence-based decision making, and public accountability is on target. L&C has constructed a reasonable and ambitious road map for the future and has the personnel and fiscal resources to continue to be an exemplary community college.

V. TEAM RECOMMENDATION

A. Affiliation Status

1. **Recommendation:**

Continued Accreditation.

2. **Timing for Next Comprehensive Evaluation: AY2022-2023**

3. **Rationale:**

The College has demonstrated that all of the Criterion for Accreditation are met.

4. **Criterion-related Monitoring Required (report, focused visit):**

Monitoring: None

Rationale:

5. Federal Compliance Monitoring Required (report, focused visit):

Monitoring: None

Rationale:

B. Commission Sanction or Adverse Action

None

VI. 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 No Legal Status
 Yes No Degree Level
 Yes No Program Change
 Yes No Distance or Correspondence Education
 Yes No Contractual or Consortial Arrangements
 Yes No Mission or Student Body
 Yes No Clock or Credit Hour
 Yes No Additional Locations or Campuses
 Yes No Access to Notification
 Yes No Access to Expedited Desk Review
 Yes No Teach-out Arrangement
 Yes No Other Change

VII. ADDITIONAL COMMENTS AND EXPLANATIONS

Lewis and Clark Community College is an impressive institution which has the structures, practices, financial resources, employees, and culture in place to effectively serve its students and the community.

Appendix A

Interactions with Constituencies

College President
Board of Trustees
V.P. Administration
V.P. Academics Affairs
V.P. Media and Foundation Relations
V.P. Enrollment Services
V.P. Student Engagement
V.P. Finance/Treasurer
Chief Information Officer
Associate Vice President, Accounting & Chief Budget Officer
Assistant Director, Benefits
Assistant Director, Payroll
Accountant (2)
Accounting Specialist (3)
Business Office Clerk
Purchasing Coordinator
Public Relations/Webpage Developer
Public Relations Officer
Director, Adult Education
Director, Youth Build
Director, Maintenance
Associate Director, Veterans' Affairs
Director, Sustainability
Director, Technology Enhanced Learning
Specialist, Document Imaging
Analyst, Institutional Computing
Director, Nursing Education
Director, Corporate and Community Learning
Associate Vice President, Capital Project & Campus Operations
Assistant Director of Insurance and Auxiliary Services
Consultant/Contractor for Planning and Institutional Effectiveness
Coordinator, N.O. Nelson Community Education Center
Director, High School Partnership Program & Community Ed. Centers
Manager, Dining Services
Associate Director, Corporate & Community Learning, Safety Programs
Assistant Director, Corporate & Community Learning, Programming
Associate Dean, Adult Education and Community Learning Center
Coordinator, Water Resources and Sustainability
Associate V.P. Strategic Technology Projects
Associate V.P. Information Systems
Director, Academic Operations
Assistant Director, Campus Events
Director, Video Services

Director Financial Aid
Assistant Director Financial Aid
Financial Aid Advisors (4)
Athletic Director
Director Student Support Services
Director Upward Bound & Talent Search
Assistant Director, Talent Search
Assistant Director Upward Bound
Adult Education and Emergency Fund Counselor
Coordinator, Student Activities
Coordinator, Minority Affairs
Librarian (2)
Director of Library Services
Adult Education Student Services
Manager Career Services
Director of Enrollment and Advising
Asst. Director, Admission
Asst. Director Advising
Registrar
Assessment Center Staff
Director Student Development and Counseling
Director of Human Resources
HR Coordinator
HR Specialist (3)
Counselor
Enrollment & Academic Advisors (8)
Director of Perkins
Cabinet
Deans (3)
Self-Study Team (5)
Diversity Council (10)
Program Assessment Committee (13)
Student Learning Committee (7)
Online Faculty (40)
Student Success Team (13)
General Education Assessment Committee (11)
Project Oversight Committee (10)
College IT Services & Technology Enhanced Learning Committee (15)
Faculty (35)
Staff (33)
Student (5)
Curriculum and Instruction Committee (13)
Union Officers (4)

Appendix B

Principal Documents, Materials, and Web Pages Reviewed

Accreditation Report: Dental Hygiene
Accreditation Report: Dental Assisting
Accreditation Report: NLNAC
Accreditation Correspondence NATEF
Accreditation Correspondence NACEP
Advising Manual
Annual Budget FY 2012
Assessment Monitoring Report 2006
Board of Trustees Meeting Books FY 2011-2013
Board of Trustees Policy Book (2)
Board of Trustees Self-Evaluation Report- September 2012
Class Schedules Credit/Corporate & Community Learning/Spring 2013
College Catalog 2012-2013
College Website
Course Syllabi
Course Schedules
Discover Magazine
Enrollment Center Manual
Faculty/Staff Guidebook 2012
Faculty Transcripts
Financial Statement FY 2012
Foundation Annual Report (FY 2010,2011)
Illinois Community College Board Policy on Credit Calculation
NACEP (National Alliance of Concurrent Enrollment Partnerships) Application Booklet
(2110)
Third Party Notification of 2013 Accreditation Visit
Report on Student Success Initiatives (2012-2013)
Family Health Clinic Brochure
Press Releases 2011-2012
Self-Study
Student Complaint Log
Student Handbook 2012-2013
Student Newspapers
Title IV Disclosure Samples
Dedication of Hatheway Cultural Center Brochure
Mobile Health Clinic Brochure
National Great Rivers Research and Education Center Brochure
Palisades Preserve Brochure
Paul Hanks Dental Clinic Brochure
Program Brochures
Sculpture Gardens Brochure 1 and 2
Welcome to Lewis and Clark Communication Brochure

Appendix C

Federal Compliance Worksheet

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:
 - (X) 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 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 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 Student Grievance procedure is outlined in the College Catalog and the Student Handbook. Formal, written student complaints are recorded on an intranet log and are processed by the person who receives the complaint.

Grievances, other than those involving alleged discrimination charges are handled through the regular line of authority. A student who is not satisfied with a decision at one level may appeal the grievance in writing to the next level of authority.

In grievances involving alleged discrimination because of race, creed, color, sex, religion, national origin / ancestry, disability, sexual preference or age as prohibited by applicable federal or state law, students are directed to consult with the Vice President of Academic Affairs who handles the grievance. Appeals may be made to the President and the Board of Trustees.

Additional monitoring, if any: None

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. Consider where the institution discloses these policies (e.g., in its catalog, on its web site) and how easily current and prospective students can access that information.
3. 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.
4. Check the appropriate response that reflects the team's conclusions:
 - (X) 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 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 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:

Transfer policies are provided in the College Catalog and in the online Catalog on the website.

By state law, Lewis and Clark is required to review previous academic record(s) prior to admission to an Associate of Arts, Associate of Sciences, Associates of Fine Arts, or Associate of Engineering Sciences degree. Students must provide the College's Enrollment Center with an official transcript.

A course completed with a grade of "D" or better from a regionally accredited institution may submit a request to have the credit evaluated toward a degree / certificate at Lewis and Clark. The Records Evaluator completes a course-by-course evaluation. L&C participates in the Illinois Articulation Initiative (IAI) which guarantees full general education credit for students who complete the IAI General Education Core Curriculum. The College articulates to its students that 15 of the final 30 credits for an associate's degree must be earned at the institution.

Alignment and consistency of transfer decisions with departmental criteria and procedures are supported through the maintenance of two policy manuals: the Advising Manual, and the Enrollment Center Manual which are used by Records Evaluators.

Additional monitoring, if any: NONE

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. The team should ensure that 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:
 - (X) 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 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 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:

Lewis and Clark does not offer any correspondence courses.

Distance education students are identified through a unique student ID that is stored in the student records of the College's Colleague System. Online students must sign in to the course management system (Blackboard) via a secure login using that unique student ID and password.

Most online students at L&C are from the area and are taking an online course for reasons of availability or convenience in conjunction with face-to-face courses for their programs of study. Lewis and Clark does not actively recruit distance education students from outside of their district. They offer distance education courses almost solely as a service to their on-campus students.

The College has no charges in relation to the verification of the students. Not only does the College not charge a proctoring fee to their own students but they also do not charge for the proctoring exams for students from other Colleges.

Additional monitoring, if any:

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:
 - (X) 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 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 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. Lewis and Clark has provided the Commission with information about the fulfillment of its Title IV program responsibilities, and has addressed issues the Department raised regarding the institution's fulfillment of its responsibilities in this area. The College reapplied for approval to participate in Federal Student Aid Program and was approved in November of 2012, with the next reapplication scheduled for June 2018. The College is proactive in ensuring federal compliance through the providing of professional development opportunities for staff working with the FSA programs. The College's last Program Review occurred in 2004 with no limitations, suspensions or termination actions on the part of the Department of Education. In compliance with the Single Audit Act, the College's financial statements and federal student aid program are annually audited by an independent public accounting firm in accordance with OMB A-133. The College took immediate actions to address findings in two annual audits in the last 10 years (2009 and 2011).

- Financial Responsibility Requirements. The College has provided information on the institutions financial ratios and has received no review requests.

Default Rates. Lewis and Clark Community College's three year default rate was 14.3. This compares with the average three year cohort default rate for Illinois Community Colleges in that same year of 19.8 The College conducts multiple initiatives aimed at decreasing defaults and in assisting students with loan repayment information and financial literacy. The College provides individual counseling for students with grant eligibility, who have

borrowed excessive loan amounts. Academic progress is closely monitored to promote course completion. Federal student loan borrowers are required to complete loan entrance each year, rather than the one time required by ED. These same students are required to complete loan exit counseling when they graduate, drop below half-time or withdraw. The College researches delinquent and default student loans and mails students information on repayment and reinstatement options as well as providing information on further guidance available through Financial Aid Advisors. Based on a financial literacy survey completed by students in the fall of 2012 a financial literacy component has been added to orientation and to the college website.

Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures. Jeanne Clery Campus Safety Act Crime Statistics are provided on the College web site.

Student Right to Know. The College has a “Consumer Information” page on the web site. On that page is a link entitled Student Right to Know.

Satisfactory Academic Progress and Attendance. The College has identified the importance of attendance for students on the very first page of the student hand book. It has also defined the expectations of satisfactory process through the College’s definitions of being in “Good Standing”, “Academic Probation” and “Academic Suspension”

Contractual Relationships. None exist.

Consortial Relationships. None exist.

Additional monitoring, if any: NONE

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:
 - (X) 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 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 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 could easily find information on the calendar, grading, admission, instructional programs, tuition and fees, and refund policies on the College's website and in print publications (College Student Handbook and College Catalog)

Additional monitoring, if any: NONE

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:
 - (X) 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 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 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: Lewis and Clark Community College's publications and website identify its affiliation with the Higher Learning Commission. On the College website it is hyperlinked to the HLC Statement of Affiliation Status with L&C. Additional references which are included within the College's general information section can easily be found by simply doing a search of "accreditation".

Additional monitoring, if any: NONE

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:
 - (X)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 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 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 College tracks traditional student success indicators such as retention, completion, and graduation through data provided to IPEDs as well as information of a comparative nature within the state of Illinois which is generated by the Illinois Community College Board.

Additional monitoring, if any: NONE

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.

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:
 - (X) 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 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 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: Special or professional accreditation has been identified. The College is in good standing.

Additional monitoring, if any: NONE

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:
 - (X) 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 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 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: Public notice was published using the format prescribed by the Higher Learning Commission. Copies of the announcement from the two local newspapers were provided for review.

Additional monitoring, if any: NONE

Institutional Materials Related to Federal Compliance Reviewed by the Team

Provide a list materials reviewed here:

College Catalog
College Student Handbook
College Web Site
New Clippings of Public Notice
Letter from HLC approving formatting of Public Notice
Course syllabi
Course Schedules

Appendix

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

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?

Yes

No

Comments:

Degree programs are a minimum of 60 credits with some being slightly more credits. This is within range of good practice in higher education.

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?

Yes

No

Comments: As a College which has significant income from local resources the tuition structure provides for a reduced cost for in-district students as compared to both out-of-district and out-of-edstate. The following rates are effective for Fall 2012-Spring 2013:

Tuition

- In-District - \$97 per credit hour
- Out-of-District - \$291 per credit hour
- Out-of-State - \$388 per credit hour
- International Students - \$388 per credit hour
- Online Courses - \$118 (max) per credit

Fees

- Activity - \$11 per credit hour
- Technology - \$4 per credit hour
- Ecological "Green" Fee - \$2 per credit hour
- Lab/Course - As designated
- Application - No charge
- Graduation - \$35 (one time, non-refundable) **Waived for Academic Years 2012-2013, 2013-2014*
- Non-Credit Course - As designated
- Non-Traditional Credit - \$10 per credit hour
- Online Course Fee - \$20 per course
- Proficiency Exam Fee - \$50 per exam
- Returned Check - \$20 each
- Transcript (Academic and financial) - No charge

B. Recommend Commission Follow-up, If Appropriate NONE

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**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)

Accounting 131- summer term delivery

Accounting 131- academic year delivery
Accounting 131- online course section
English 131- First Year English- academic term delivery
English 131- online course section
ART 136 3-D Design
CGRD 110 Video Gaming
Accounting Programs
Animation Certificate

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.)

Yes

No

Comments:

Lewis and Clark does not have an institutional policy on the awarding of credits. Rather the college relies on the policy of the Illinois Community College Board (ICCB). More specifically the college complies with the Illinois Community College Board Administrative Review Manual Section 1501.309 Course Classification and Applicability- ICCB Administrative Rules, p41. Therein it is stated that policy credit hours are based on tradition lecture or lab time in addition to outside study time. No reference is made to alternative delivery methods such as online instruction.

The College's practice is for online courses which are developed from face-to-face courses to have the same course syllabus. Learning outcomes and learning evaluations measures are common across all methods of delivery. It is assume that the average students will work a similar number of hours to successfully achieve course outcomes both on-ground and through online delivery.

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.)

Yes

No

Comments:

The Illinois Community College Board Administrative Review Manual Section 1501.309 Course Classification and Applicability- ICCB Administrative Rules, p41 is the guiding policy for Lewis and Clark in the assignment of credit hours. In that state policy, credit hours are based on traditional lecture or lab time in addition to outside study time. Thus the policy does relate to the on campus courses offered by the College. As there is no reference made to online delivery methods, it does not cover all the delivery formats offered by this institution. Although it is not stated in a policy, the College's practice is identified in the previous question.

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?

Yes

No

Comments:

Not Applicable- Lewis and Clark does not offer non-traditional courses in alternative formats with less instructional and homework time than would be typically expected.

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.)

Yes

No

Comments:

Lewis and Clark does not have an institutional policy on the awarding of credits. Rather they refer to the Illinois Community College Board Policy—More specifically they comply with the Illinois Community College Board Administrative Review Manual Section 1501.309 Course Classification and Applicability- ICCB Administrative Rules, p41

Lewis and Clark Community College follows the guidelines established by the state of Illinois.

These guidelines are outlined in the Illinois Community College Board Administrative Rules Manual Section 1501.309 Course Classification and Applicability-ICCB Administrative Rules, page 41

b) Course Credit Hour Determination.

1) Credit hours for courses for which ICCB credit hour grants are to be claimed shall be determined on the basis of an expected 45 hours of combined classroom/laboratory and study time for each semester hour or 30 hours of such time for each quarter credit hour.

2) Courses with students participating in lecture/discussion-oriented instruction will be assigned one semester credit hour or equivalent for each 15 classroom contact hours of instruction per semester or equivalent. It is assumed that two hours of outside study will be invested for each classroom contact hour.

3) Courses in which students participate in laboratory/clinical-laboratory-oriented instruction will be assigned one semester credit hour or equivalent for each 30-45 classroom contact hours of instruction per semester or equivalent. It is assumed that one hour of outside study will be invested for each two laboratory contact hours.

4) Students who participate in nonclinical internship, practicum, or on-the-job supervised instruction shall receive one semester credit hour or equivalent for each 75-149 contact hours per semester or equivalent and students who participate in clinical practicums shall receive one semester credit hour or equivalent for each 30-60 contact hours per semester or equivalent. It is assumed that one hour of outside study time will be invested from each two clinical practicum contact hours.

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.)

Yes

No

Comments:

Lewis and Clark does not have an institutional policy on the awarding of credits. Rather they refer to the Illinois Community College Board Policy—More specifically they do comply with the Illinois Community College Board Administrative Review Manual Section 1501.309 Course Classification and Applicability- ICCB Administrative Rules, p41

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?

Yes No

Comments:

Learning outcomes for a given course offered full term/summer/ and online were identical and were appropriate for the guiding state policy.

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?

Yes No

Comments:

Lewis and Clark is not offering compressed format classes. The course descriptions and syllabi for courses on-campus and online have identical course descriptions, and learning outcomes.

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?

Yes No

Comments:

Lewis and Clark is not offering compressed format classes. The course descriptions and syllabi for courses on-campus and online have identical course descriptions, and learning outcomes.

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?

Yes No

Comments:

Assignments of credits to courses and program across the institution in both their on campus and online courses are following with expected standards within higher education.

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

No

Rationale:

Lewis and Clark Community College is using the Illinois Community College Board Policy on the assignment of credits and it does not reference alternative delivery formats. Thus the college is not operating under a sufficiently detailed policy.

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

Within 6 months after Lewis and Clark Community College receives final communication for the Higher Learning Commission relative to their March 2013 Accreditation Visit they should provide documentation to the Commission of the existence of a revision within their state policy on credit calculations that references alternative delivery OR a copy of an institutional policy approved by the L&C Board of Trustees which addresses the amount of instructional or contact time provided and homework typically expected of a student for the credit hours awarded for classes offered in all delivery formats offered by the institution.

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

None were identified.

Part 3: Clock Hours

Worksheet on Clock Hours

A. Answer the Following Questions

Does the institution's credit to clock hour formula match the federal formula?

Yes

No

Comments:

For semester credit they are following Illinois State policy which identifies 45 hours of combined classroom/laboratory and study time per semester credit

If the credit to clock hour conversion numbers are less than the federal formula, indicate what specific requirements there are, if any, for student work outside of class?

Did the team determine that the institution's credit hour policies are reasonable within the federal definition as well as within the range of good practice in higher education? (Note that if the team answers "No" to this question, it should recommend follow-up monitoring in section C below.)

Yes

No

Comments: They meet the federal definitions and are in the range of good practice.

Did the team determine in reviewing the assignment of credit to courses and programs across the institution that it was reflective of the institution's policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

Yes

No

Comments:

They are following expected practice as defined within state policy.

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

Yes No--- not applicable

(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:

NONE