

MOVING FORWARD *Together*

2023-2027 **STRATEGIC PLAN**

Preface

Strategic planning at Southeastern Illinois College is a comprehensive process that considers multiple stakeholder feedback within the context of a defined institutional effectiveness cycle. The process provides opportunity for input from all levels of the College into the institutional Strategic Plan, as well as the operational plans of the instructional and support units. The entire process is driven by the College Mission, and supported by the Vision Statement, Values, and Institutional Priorities.

The current cycle began on May 6, 2021 with a charge from President Jonah Rice, PhD., to begin efforts at building, creating, and designing a new 5-year plan that will rededicate the College to providing higher education needs to our community as well as creating new and exciting paths forward.

The president's charge called for a review of our mission, our major goals, and our priorities to the communities we serve. The president asked each member of the committee to foresee and foster an intensive and comprehensive environmental scanning process that would allow new research, updated data trends, and new ideas to become the basis for the committee's decision process and ultimately the plan itself. Finally, the president called for a grassroots effort that would bring together individual departments, community members, and stakeholders allowing for an inclusive environment for fresh ideas and individual contributions.

During this time, much has been accomplished by the Strategic Planning Committee. Community surveys were sent throughout the district to businesses and individuals alike to provide feedback concerning future needs pertaining to job training, retraining, or higher education needs and services that could be provided by the College. An important Values Survey was sent to the campus community asking those with first-hand experience in fostering a successful future for the College what new values should lead us into a new world where higher education continues to transform at lightening speeds.

This plan encompasses months of hard work that includes various data collection methods, public forums, SWOT analysis, and a shared governance structure that created free and open dialogue. All of these efforts led to the creation of a solid framework of which the Strategic Plan, 2023-2027 is built upon.





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Southeastern Illinois College

Mission

Southeastern Illinois College promotes quality, accessible, and accountable learning that is responsive to student and community needs.

Vision

Our vision is to provide excellent educational and service-focused leadership for our region to inspire personal growth, cultivate community connections, and prepare for a transforming 21st century society.

Values

- Integrity
- Student-focused
- Inclusion
- Compassion



Institutional Priorities



Teaching and Learning

We prioritize a commitment to lifelong learning by providing quality learning opportunities inside and outside the classroom for students, faculty, staff and community.

Service to the Community

We prioritize the needs of our community by actively collaborating with stakeholders to promote economic growth, workforce development, and community enrichment.



Accessibility

We prioritize availability to our stakeholders by creating an inclusive, equitable environment that fosters the educational and social wellbeing of all.

Accountability

We prioritize sound stewardship by ensuring our actions faithfully serve the best interests of our students and community



Criteria for Accreditation

The Criteria for Accreditation are the standards of quality by which HLC determines whether an institution merits accreditation or reaffirmation of accreditation. They are as follows:

Criterion 1. Mission

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

1.A. The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

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

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

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

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

Criterion 2. Integrity: Ethical and Responsible Conduct

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

Core Components

2.A. The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

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

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

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

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

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

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

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

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.

2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Criterion 3. Teaching and Learning: Quality, Resources, and Support

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

Core Components

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

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

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

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

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

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.

2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and co-curricular activities, are appropriately qualified, trained and supported in their professional development.

3.D. The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its offerings and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

Criterion 4. Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Core Components

4.A. The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.

4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

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

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

4.C. The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.
2. The institution collects and analyzes information on student retention, persistence and completion of its programs.
3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Criterion 5. Institutional Effectiveness, Resources and Planning

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.

Core Components

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

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

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

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

5.C. The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.



Major and Sub-Initiatives

STRATEGIC PLAN 2023-2027

1. Advance student success

- 1.1. Promote effective strategic enrollment.
- 1.2. Engage robust student retention, persistence, and completion methods to increase student success.
- 1.3. Strengthen institutional student engagement.
- 1.4. Enhance faculty development.
- 1.5. Strengthen college and career preparedness and success.
- 1.6. Provide a holistic approach to student well-being.

2. Strengthen operational efficiency

- 2.1. Promote shared governance through planning, policies, and procedures.
- 2.2. Foster effective creative contemporary marketing.
- 2.3. Expand data-informed decisions.
- 2.4. Promote effective board operations.
- 2.5. Promote sound fiscal management.
- 2.6. Advance external fiscal support.
- 2.7. Invest in human resources.
- 2.8. Modernize technological resources.

3. Foster a supportive, inclusive, and modern learning environment

- 3.1. Implement regular safety training and security upgrades.
- 3.2. Provide sustainable maintenance, infrastructure, and aesthetic upgrades.
- 3.3. Cultivate a learning environment that accommodates the diversity of all learners.
- 3.4. Promote a social climate of acceptance and inclusion on campus.

4. Promote community and economic development

- 4.1. Enhance partnerships with business and industry.
- 4.2. Strengthen community engagement.
- 4.3. Expand workforce development.
- 4.4. Increase outreach enrollment.
- 4.5. Serve as a cultural hub.

Strategic Planning

2021-2023 COMMITTEE

Ex-Officio

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SIC President

Committee Chair

Dr. Chris Barr
Executive Dean of Institutional Effectiveness

Committee Members

Ralph Boots
Applied Technology Division Co-Chair

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Amy Murphy
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Director of Nursing and Allied Health*

Dr. Karen Weiss
*Vice President of Academic
and Student Services*

Reagan Lees
Student Government Representative



Committee Work

GENERAL TIMELINE FOR REGULAR PLANNING AND REPORTING 2023-2027

AUG	SEPT	OCT/NOV	DEC	JAN
<p>New Operational Plans in effect.</p> <p>Previous year operational plan results are posted, calendar, distributed, dashboard, and relevant data/ evidence reviewed, and assignments discussed at regular committee meeting.</p> <p>COMMITTEE MEETING REQUIRED</p>	<p>Cabinet retreat (planning engaged)</p> <p>Any operational plan results that need updated are due at this time.</p> <p>Final revisions and documents are posted on IntranSIC.</p> <p>Operational facilitators meet if needed.</p>	<p>Review operational results, data dashboards</p> <p>COMMITTEE MEETING REQUIRED</p>	<p>Discuss new operational planning to take place next term. Year in review newsletter or recap to be sent to the committee.</p>	<p>Operational planning for next academic year begins. These plans are to be enacted as dictated from the scope and nature of activity as described in the operational plan (e.g., some plans are short-term, some are multi-year).</p> <p>COMMITTEE MEETING REQUIRED</p>
FEB	MAR	APR	MAY	JUL
<p>Operational Plan reviews begin with all groups and revisions made.</p> <p>Budget cycle begins.</p> <p>Link planning to budget for following fiscal year as necessary and documented on budget linkage forms during budget hearings.</p> <p>BUDGET HEARINGS REQUIRED</p>	<p>Budget development and link to planning continues.</p> <p>Operational Plans for upcoming Fall are due.</p> <p>Reviews held with operational facilitators</p> <p>Review of Master Facilities and Improvement Plan engaged by Cabinet.</p> <p>Copies of plan available to Board of Trustees</p>	<p>Reporting on progress/completion of activities provided to Strategic Planning Committee (electronic submission).</p> <p>COMMITTEE MEETING REQUIRED</p>	<p>Progress report compiled.</p>	<p>Progress report available to Board of Trustees.</p>