

Assurance Argument
Saint Augustine College

3/21/2018

1 - Mission

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

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

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.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Argument

Since its inception in 1980, St. Augustine College has boldly and publicly declared its mission to be an institution of higher education that meets the needs of a diverse student population, with emphasis on those of Hispanic descent, helping them bridge social, educational, and economic gaps, leading to a brighter future. Every activity of the College supports this mission.

1.A The institution's mission is broadly understood within the institution and guides its operations.

Administrators, faculty, and staff all understand the mission and care deeply about it. They discuss it with students, and many post a [Mission Statement poster](#) in their offices and classrooms. Both daily work and long-range projects are guided by the mission. When Resident Faculty were asked in the [Fall 2017 Resident Faculty Satisfaction Survey](#) what factors affect their decision to remain at SAC, 84% responded with *Significantly* or *Quite A Bit* that SAC's mission was a key factor.

1.A.1 Mission Statement Development and Adoption

The original Mission Statement of St. Augustine College was formulated by its founders soon after the institution was established and has remained fairly constant over the years. It is reviewed every three years by the Board of Trustees as part of the regular review and updating of the College bylaws. The College Mission is also reviewed as part of the Strategic Plan evaluation and update every five years, a process led by the President of the College that includes faculty, staff, and administrators (discussed further in 5C). The Mission Statement is evaluated in terms of its relevance to current educational and social needs. Ultimately, the Mission Statement is adopted by the Board of Trustees (discussed further in 2C). The current Mission Statement was reaffirmed in the regular review of the [St. Augustine College Bylaws, \(p. 1\)](#), which the Board of Trustees approved on May 16, 2013. It states:

St. Augustine College is an independent, bilingual (dual language) institution of higher education created under the auspices of the Episcopal Diocese to make the American system of higher education

accessible to a diverse student population with emphasis on those of Hispanic descent; to strengthen ethnic identity; to reinforce cultural interaction; and to build a bridge to fill cultural, educational, and socio-economic gaps.

1.A.2 Academic Programs, Support Services, Enrollment Profile Alignment with Mission

All of the academic programs offered by St. Augustine College support its mission and address the career goals of students and the social and civic needs of the community at large. The College's student support services are designed to address the needs of a diverse student body. A profile of the student body clearly indicates that the College is fulfilling its mission to serve a diverse population with emphasis on those of Hispanic/Latino descent.

- The academic programs offered by the College over the years—such as Respiratory Therapy, Culinary Arts, Early Childhood Education, Business Management, various forms of Office Assistant programs, Computer Information Systems, and the College's first bachelor's degree - the Bachelor of Social Work—align fully with the mission and respond directly to the career needs of the students whom the College serves. In 2016, the College secured approval from the Illinois Board of Higher Education (IBHE) and the Higher Learning Commission (HLC) to add bachelor's degrees in Hospitality Management and Psychology to its program offerings. [The Catalog \(pp. 45-72\)](#) and website (www.staugustine.edu) present the curriculum and learning outcomes for these programs, showing how they align with the mission.
- In 2017, the College secured approval from IBHE and HLC to offer a B.A. in Business Administration and a B.S. in Computer Information Systems. The 2017-18 Catalog Addendum for the [B.A. in Business Administration \(p. 2\)](#) and the [B.S. in Computer Information Systems \(p. 12\)](#) describes these new programs and demonstrates how they align with the mission of the College.
- General Education is an important component of all associate and bachelor's degrees at St. Augustine College. The College has established the following integrated General Education Outcomes for all degree programs ([Catalog, pp. 34-35](#)):
 - Using appropriate methodologies, students demonstrate the ability to read, listen, and communicate with understanding and critical discernment.
 - Students learn to evaluate ideas and outcomes, solve problems, and make informed decisions based upon consideration of evidence, reason, and implications.
 - Students learn to access information efficiently; evaluate it critically and competently; and use it accurately and creatively.
 - Students develop recognition of and respect for diversity through cultural interactions in and outside the classroom.

In addition, St. Augustine College is a participant in the Illinois Articulation Agreement (IAI), a statewide agreement that allows transfer of the completed Illinois General Education Core Curriculum between participating institutions. By participating in IAI, St. Augustine College increases access to higher education for many students.

- All student support services reflect the College's commitment to serve a diverse student body, especially those of Hispanic descent. [New Student Orientations](#) are offered each semester in both English and Spanish at multiple teaching locations. Academic Advising and Tutoring Services are provided by bilingual faculty and staff. The Financial Aid Office, the Registrar's Office and the Bursar's Office employ bilingual staff members to serve the College's diverse

student body. Affordable childcare is offered when classes are in session at all teaching locations. The [Career and Transfer Center](#) offers job search workshops, helps with job placement, and provides assistance to students transferring to other institutions provided by through bilingual staff members. The College collects satisfaction data on support services through the [Student Satisfaction Survey](#), the [Graduating Students Exit Survey](#), and the [Alumni Survey](#). Findings from these surveys are discussed throughout the assurance argument.

- The [Undergraduate Student Profile](#) provides evidence from the [2016 IPEDS Fall Enrollment Survey](#) of a student body that clearly reflects the institution's mission to serve especially the Hispanic/Latino community. Hispanic students have accounted for 84% to 87% of the student body at St. Augustine for over a decade.
- As mentioned previously, St. Augustine College periodically administers a [Student Satisfaction Survey](#) to help assess the quality of the education it is providing. Two questions in the survey ask students to rate their overall satisfaction with their experience at St. Augustine College. In the fall of 2017, respondents indicated the following:
 - 86.9% agree that St. Augustine College meets their educational needs.
 - 89.3% agree that St. Augustine College is helping them to achieve their life goals.

This high level of satisfaction has not varied more than 3% over the last 5 years.

- Recent awards further demonstrate the impact of St. Augustine College living out its mission. On October 27, 2013, the Hispanic Association of Colleges and Universities (HACU) recognized St. Augustine College with The Outstanding Hispanic-Serving Institution Award (<https://www.hacu.net/NewsBot.asp?MODE=VIEW&ID=1330>). In 2016, St. Augustine College became an honoree of the [Hispanic Excelencia in Education](#) for its Bachelor of Social Work program. Finally, St. Augustine College was named for a second year in *Latino Leaders Magazine* as one of the best colleges in the United States for Latinos (<https://www.latinoleadersmagazine.com/novemberdecember-2017/2018/1/11/best-colleges-for-latinos>).

1.A.3 Alignment of Planning and Budget Priorities with Mission

The budget development process at St. Augustine College ensures that the budget priorities align with the mission and goals of the institution. Goal I of the [2013-2018 Strategic Plan](#) is to *sustain a strong commitment to the College's mission of bilingual culture, diversity, and supportive leadership*. The College makes budget decisions based upon this goal. The following exemplify these priorities:

- The College provides significant scholarship and institutional aid funding. In 2016-17, the College awarded over \$5,500,000 in institutional aid to enrolled students, as shown in the [Financial Aid Awards](#) document.
- The College places a high value on maintaining a low tuition rate in order to ensure student access to higher education. Tuition comparisons with other similar institutions are found in 2A and 5C4.
- Because many of the College's students are 1st generation college students, funding is consistently budgeted toward the [New Student Orientation](#) to ensure that new students have the information needed to start college (discussed in detail in 5D2).
- Although it is costly and time consuming, the College is dedicated to having the [Catalog](#) and

Website each translated into Spanish.

- To support non-traditional students who may not have access to computers at home, the College provides a large number of student accessible computer workstations and laptops. This be a greater expense for St. Augustine College compared to other institutions with traditional students who tend to own their own devices. Technology resources are discussed in detail in 5A1.

The College follows a clear process for developing, approving, and reviewing the annual budget as illustrated in the [Budget Timetable](#). In March, the President's Cabinet officers, along with departmental budget officers began working on budget requests for the coming year. In May, the President's Cabinet reviews all budget requests in conjunction with the Strategic Plan and develops a proposed budget. After Cabinet review, the proposed budget is presented by the President to the Board of Trustees for final approval and adoption. This process is intended to ensure that budget priorities support the mission and is further discussed in Criterion 5.

Sources

- 2013.05.16 St. Augustine Bylaws
- 2013.05.16 St. Augustine Bylaws (page number 1)
- Alumni Survey Fall 2017
- Award letter.excellencia-BSW
- Budget Timetable final
- Catalog Addendum 2017-2018
- Catalog Addendum 2017-2018 (page number 2)
- Catalog Addendum 2017-2018 (page number 12)
- Exit Survey Summary of Results 2017_10_10
- Financial Aid Awards
- IPEDS Fall 2016 Enrollment Data
- Mission Statement Poster
- NSO Flyer_Spanish and English_Fall2017
- Resident Faculty Survey Fall 2017
- St-Augustine_Catalog-2017-18
- St-Augustine_Catalog-2017-18 (page number 45)
- St-Augustine_Catalog-2017-18 (page number 55)
- St-Augustine_Catalog-2017-18 (page number 116)
- Strategic Plan 2013-18
- Student Satisfaction Survey Fall 2017
- Undergraduate Student Profile -Fall 2016

1.B - Core Component 1.B

The mission is articulated publicly.

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

Argument

1.B The mission is articulated publicly.

St. Augustine College uses many types of publications and media outlets to publicly articulate its mission.

1.B.1 Articulation of Mission through Public Documentation

The following examples, with links to supporting documentation, provide evidence of how St. Augustine College publicizes its mission.

- The annual catalog contains a section entitled "[The College](#)" (pp. 2-4), which includes the Mission Statement, Goals and Objectives, and a Philosophy Statement detailing the beliefs upon which the College was founded and on which it continues to operate.
- The College website—www.staugustine.edu—publishes the Mission Statement in an information about the College Section under the ABOUT tab.
- The [Resident Faculty Manual](#) (p. 2), the [Adjunct Faculty Manual](#) (p. 3), and the [Human Resources Policy Manual](#) (p. 5) all contain the Mission Statement, ensuring that all employees of the College are aware of the institution's mission.
- Every goal in the College's [Strategic Plan](#), as well as every project identified in the plan to achieve those goals, aligns with the institutional mission.
- The Mission Statement is posted in classrooms, and it is featured on social media outlets, such as Facebook, which are directly accessible from the College website.

1.B.2 Institution's Emphasis on Aspects of the Mission

A careful reading of the Mission Statement shows that four specific goals are embedded within the mission ([Catalog](#), pp. 2-3):

Accessibility

- For St. Augustine College, accessibility takes on several meanings. First, when St. Augustine College was being considered by the people who later became its founders, few, if any, higher education institutions in Illinois were offering academic programs with language accommodations for persons of Hispanic descent. Second, most colleges and universities were inaccessible to the Hispanic population because of cost. St. Augustine College addressed these issues by introducing bilingual (dual language) academic programs and by creating a business model that kept tuition and fees well below the cost of other nonprofit and state colleges and universities. Today, St. Augustine College continues to offer a bilingual curriculum, and it maintains a tuition rate that is well below most nonprofit and for-profit institutions and which is even on the low side of state public institution tuition rates.
- The College further addresses the issue of accessibility by offering a substantial amount of Institutional Financial Aid to needy students. According to the Director of Financial Aid ([Financial Aid Awards](#)), in the 2016-17 academic year, the College awarded a total of \$5,524,173.00 in Institutional Aid through 2,150 individual awards that averaged \$2,570.00 per recipient.

Strengthening ethnic identity

- St. Augustine College includes cultural themes in both curricular and extracurricular activities in order to honor the various ethnic identities reflected in the student body and to build appreciation for the ethnic heritages of each of the students enrolled within the institution. The [Fall 2017 Student Satisfaction Survey](#) respondents included students from Mexico, Puerto Rico, Central America, South America, India, and Africa. Cuba and various Asian countries are also often represented within the St. Augustine student body. One curricular example of strengthening identity is course SPA 222, The Hispanic-American Experience through Literature ([Catalog, p. 101](#)) discussed in detail in 3B4.
- An extracurricular example of strengthening ethnic identity is the ongoing Maria Isaura Gonzalez art exhibition, which is displayed throughout the Main Campus. Another extracurricular example would be the College's support of the Consulate General of Peru in Chicago and the Association of Peruvian Institutions in Chicago (AUPEUC) Fundraiser (April, 2017).
- St. Augustine College participates in the Desfile Puertorriqueno, a Puerto Rican parade that showcases that Island's culture, food, and traditions. This is especially important for St. Augustine's West Teaching Location, geographically located in the heart of Chicago's Puerto Rican community.
- The College also actively participates in traditional Mexican celebrations, such as Cinco de Mayo and Fiesta del Sol. These events are especially important for the South Teaching Location, which is very close to the city's Mexican areas of Pilsen and Little Village.
- In 2015, students enrolled in the Respiratory Therapy program hosted a small celebration of India's National Day by providing samples of authentic food and wearing traditional garments (planned by students whose families emigrated from India).

Reinforcing cultural interaction

- Every Fall Semester, the Office of Academic Advising hosts a [Halloween Party](#) to promote comradeship among students by using a typical American celebration which is basically

unknown in other cultures, including most Latin American countries. Students are encouraged to wear costumes that somehow reflect their cultural identities while also being in keeping the spirit of the celebration. Children attending St. Augustine's Child Care program are also invited to participate along with their parents.

- Every Spring Semester, Academic Advising hosts a [May Day Cookout](#), which is very much in line with a traditional American barbecue, for the purpose of fostering a sense of belonging to the community while using a common American event as an agglutinating factor for people who have come to the U.S. from different cultures. It is an American/Latino (and sometimes other cultures') barbecue.
- A recent development at St. Augustine College has been the opportunity for students in the B.A. in Psychology Program to participate in service learning trips. In April, 2017, five students and two staff/faculty members visited [Haiti](#) for one week as a humanitarian outreach immersion experience. The students worked with children and visited a homeless shelter and a hospital. They met with Cuban doctors, surgeons, and nurses who discussed with the students the various needs and difficulties which the Haitian people were experiencing following numerous natural disasters.
- Another service learning trip in November, 2017, enabled Psychology Program students to visit [Havana, Cuba](#). This trip introduced these American students and faculty to a range of residents extending from the elderly (some over 100 years old) to young single mothers, children, and adolescents with Autism and Down syndrome. An additional aspect of this trip was an emphasis on viewing Cuban culture through a "Catholic Lens," as the service agencies visited were sponsored by various Catholic churches or organizations.

Bridge-building

- The mission specifically mentions bridging socioeconomic gaps. One bridge-building strategy is including internships in academic programs that place a student in a real-world setting where he/she can apply his and her newly gained knowledge and skills. Internships in the Social Work, Early Childhood Education, and Respiratory Therapy programs help students obtain employment in their chosen fields upon graduation. Internships are bridges to a better future.
- In 2016, a *New York Times* article named St. Augustine College as the #1 college in the Midwest where graduates experience positive socioeconomic mobility. According to the *Times*, the median family income of a student from SAC is \$24,500. Using the Federal Government's Household Income Quintiles (5 levels of income), the *Times* determined that 30% of SAC students come from the lowest quintile. The *Times* also found that its Overall Mobility Index indicated that 33% of St. Augustine College graduates would likely move up two or more income quintiles, thereby identifying SAC as the #1 college in the Midwest for socioeconomic mobility. (<https://www.nytimes.com/interactive/projects/college-mobility/saint-augustine-college>)
- An [Alumni Survey](#) administered to recent graduates in the Fall of 2017 asked the question: "After earning your degree from St. Augustine College, did you obtain a new job?" Although the respondent pool was rather small (34 graduates answered this question), 19 (55.9%) said: "Yes." The knowledge and skills they acquired from their educational experience did, indeed, help them build bridges to a better socioeconomic future.

1.B.3 Identification of Intended Constituents

The [Mission Statement](#) clearly describes the institution's goal of serving "a diverse population with emphasis on those of Hispanic descent."

- St. Augustine College is primarily a teaching institution; therefore, the providing of new academic programs is an important goal in the Strategic Plan. For example, the previously mentioned four new bachelor's degree programs—the B.A. in Psychology, the B.A. in Hospitality Management, the B.A. in Business Administration, and the B.S. in Computer Information Systems—have been implemented in fulfillment of the [Strategic Plan \(p. 10\)](#), Goal VII: "Advance strong programs and campuses consistent with the College's mission, market demand and the world economy." The establishment of the Aurora Teaching Location in 2014 was also a fulfillment of Goal VII.
- The goal of providing accessible higher education with adherence to an open door policy speaks to any under-served population in the greater Chicago area, regardless of ethnic or national background. The mission includes making higher education available to students with limited economic resources. It seeks to serve nontraditional, adult learners whose work and family responsibilities require flexible scheduling. The [Fall 2015 IPEDS Enrollment Survey](#) shows that 60% of SAC students are aged 25 and older. The average age is 31. The survey also shows that 79% of the students are female. St. Augustine College is clearly serving a nontraditional student population.
- One unit of St. Augustine College, the Institute for Workforce Education (IWE), contracts with the State, Federal, City of Chicago, and companies in many different industries to provide specialized and tailored noncredit training for their employees. These development opportunities help hundreds of people secure their jobs and advance in their careers.
- The IWE also provides GED preparation and testing and adult education in English as a Second Language. IWE is further discussed in 2A and 5A2.

Sources

- Alumni Survey Fall 2017
- Cuba 2017
- Financial Aid Awards
- Haiti 2017
- Halloween Event
- Human Resources Policy Manual 2010 3-14-2018 Final
- Human Resources Policy Manual 2010 3-14-2018 Final (page number 5)
- IPEDS_Fall 2015_Enrollment_Data
- May Day Cookout
- Mission Statement Poster
- St Augustine 17-18 Adjunct Faculty Manual Revised 07_2017
- St Augustine 17-18 Adjunct Faculty Manual Revised 07_2017 (page number 4)
- St Augustine Resident Faculty Manual 2017-2018 REV 07 2017
- St Augustine Resident Faculty Manual 2017-2018 REV 07 2017 (page number 2)
- St-Augustine_Catalog-2017-18
- St-Augustine_Catalog-2017-18 (page number 12)
- St-Augustine_Catalog-2017-18 (page number 111)
- Strategic Plan 2013-18

- Strategic Plan 2013-18 (page number 10)
- Student Satisfaction Survey Fall 2017

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

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

St. Augustine College understands that the diversity of contemporary society brings many different cultures and ethnic backgrounds into the mix of persons who need higher education opportunities. It welcomes that diversity and addresses it through institutional goals and objectives ([Catalog, p. 3](#)).

1.C.1 SAC's Role in a Multicultural Society

St. Augustine College provides a culturally-sensitive learning environment for persons from many countries and socio-economic backgrounds.

- It addresses the language-development needs of people, especially Latinos, whose first language is not English by providing dual language instruction and English as a Second Language (ESL) training ([Catalog, p. 73](#)).
- The [Alumni Survey](#) cited in 1B2 above asked graduates to rate their ability in English when they started at St. Augustine College and again when they had graduated from SAC. Upon entry, 25% of respondents (9 out of 36) stated they had Low or Very Low ability in reading; 25% stated they had Low or Very Low ability in writing, and 30% stated they had Low or Very Low ability in speaking. After graduating, only one respondent rated English skill as being Low in reading, and no one cited having Low ability in writing or speaking.

1.C.2 Attention to Human Diversity in SAC Processes and Activities

Many students from Central and South American countries arrive at St. Augustine College with limited English skills. Within the curriculum, the College supports students in the process of English language acquisition, as well as allowing students to successfully complete college-level courses in Spanish as they learn English.

- From its inception, the College has provided bilingual (dual language) instruction. Some initial courses may be taken completely in Spanish, both in terms of textbooks and oral instruction. For those with some English proficiency, courses may be offered with English texts and an instructor who speaks both Spanish and English as needed by the students. Spanish language options are further discussed in 3A1.
- Cultural interaction is encouraged by having students work together in small groups. Virtually all classes at St. Augustine College include students from several Central and South American countries. Approximately half of the non-American born students at SAC are from Mexico, but

they represent many different regions of their countries and bring with them differing cultural traditions. In a [2017 Resident Faculty Satisfaction Survey](#), 63% of faculty members reported having students work in groups “frequently” and another 31% reported that they “occasionally” used group work. Students gain an understanding of and respect for varying customs and traditions through such group activities.

Sources

- Alumni Survey Fall 2017
- Resident Faculty Survey Fall 2017
- St-Augustine_Catalog-2017-18
- St-Augustine_Catalog-2017-18 (page number 13)
- St-Augustine_Catalog-2017-18 (page number 83)

1.D - Core Component 1.D

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

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.
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 identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Argument

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

St. Augustine College serves the public good by fulfilling its mission to strengthen ethnic identity, reinforce cultural interaction, and build bridges to span cultural, educational, and socioeconomic gaps.

1.D.1 SAC Practices that Demonstrate Commitment to the Public Good

The selection of academic programs at St. Augustine College demonstrates its commitment to serve the public good. Programs are selected because they offer career preparation, because they provide a solid base for pursuing graduate level education, or because they lead to personal growth and wellbeing. The faculty and administration maintain a constant awareness of the social and employment needs of the Hispanic community, as well as other underserved populations. The need for a specific program is often identified during the environmental scanning that is part of the process for updating the College's Strategic Plan.

- The Bachelor of Social Work prepares graduates to be advocates for social justice and to enhance the social functioning of families, organizations, and communities. The National Association of Social Workers Illinois Chapter provides further information on [Careers in Social Work](#).
- The Associate of Applied Science in Early Childhood Education prepares graduates who understand child development and can take their places in the childcare industry as teachers, teacher assistants, and even managers of childcare operations. The College is currently pursuing Illinois State Board of Education (ISBE) approval for a Bachelor of Arts in Early Childhood Education with Bilingual Education and ESL Endorsements. This is an area of teacher shortage according to the [ISBE 2017 Educator Supply and Demand Report](#).
- The Associate of Applied Science in Culinary Arts and the Bachelor of Arts in Hospitality Management Program prepare graduates for positions in the food service industry.
- Entrepreneurship is highly valued in the Latino community. The Associate of Applied Science in Business Management and the Bachelor of Arts in Business Administration prepare students for leadership in business settings.

- The College's Institute for Workforce Education serves the public good by providing specialized on-the-job training to hundreds of workers and by providing English and Spanish language skills to both employed workers and job seekers.

1.D.2 Primacy of Educational Responsibilities

St. Augustine College is first and foremost a teaching institution. The central thrust of its mission is to make higher education accessible to a diverse student population with emphasis on those of Hispanic descent. The Spanish Episcopal Services, an educational agency of the Episcopal Diocese of Chicago, was instrumental in the research that led to the founding of St. Augustine College. The Diocese continues to assist the College with grants and has representation on the Board of Trustees. The College is, however, an independent, nonsectarian institution. It is also a not-for-profit institution; therefore, it has no investors or parent organization. The revenue it earns is used to provide high quality educational experiences for its students. It employs a business model that keeps tuition and fees low to enable prospective students with limited economic means to access education that can change their lives for the better. SAC continues to live out the philosophy on which it was founded (Catalog, [p. 2](#) & [p. 4](#)).

1.D.3 Engagement with External Communities

St. Augustine College engages with its external constituencies and communities of interest in a variety of ways, as the following examples demonstrate. See also discussion of community engagement in 3B5.

- The Associate of Applied Science in Early Childhood Education (ECE) is the largest academic program at the College, enrolling approximately 250 students per semester. All students who complete the ECE program spend time in local childcare agencies fulfilling clinical observation assignments, providing student teaching, and assuming administrative responsibilities under the leadership of an onsite mentor. [ECE Partner Agencies](#) include the Chicago Public Schools (CPS) Inter-American Magnet School, CPS Chopin Elementary School, Lowell Elementary School, Luis Munoz Marin Primary School, CPS Belmont-Cragin Early Childhood Center, Catholic Charities Early Childhood Education Programs, Casa Central Children & Youth Services, and many other agencies and schools.
- The Respiratory Therapy Program similarly uses community agencies as [Clinical Affiliates](#) where students are able to complete clinical studies and have a positive impact on residents in the vicinity of the Affiliate.
- The Psychology Program, although a very recent addition to St. Augustine College's programs, has established linkages to a broad array of [Psychology Associations and Compliance Agencies](#), providing opportunities for constituency engagement.
- The Bachelor of Social Work Program has a similar [List of Agencies and Advocacy Groups](#) with which it has agreements for internship and service learning opportunities.
- St. Augustine College-Aurora is the College's newest additional teaching location. It has established relationships with more than 25 [agencies](#) and institutions during its brief history.
- St. Augustine College connects with many other [agencies, especially Hispanic serving agencies](#), through memberships, board representation, or other forms of support. This enables the College to demonstrate its service beyond the classroom to the Hispanic community at large.

- In recent years, St. Augustine College has provided [Community Support and Minimal Facility Rental](#) to numerous external constituents. The types of activities range from art exhibits, concerts, and film festivals to ordinary space for training seminars.

Sources

- Agencies and Advocacy Groups -Social Work
- Agencies -Aurora
- Agencies -Community Support and Minimal Rental
- Agencies -SAC specifically Hispanic Serving
- Careers in Social Work
- Clinical_Affiliates_Employers_2015_2016_2017 Respiratory Therapy
- ECE Partner Agencies
- ISBE ed-supply-demand-2017
- PSYCHOLOGY ASSOCIATIONS AND Compliance Agencies
- St-Augustine_Catalog-2017-18
- St-Augustine_Catalog-2017-18 (page number 12)
- St-Augustine_Catalog-2017-18 (page number 14)

1.S - Criterion 1 - Summary

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

Summary

In summary, the mission of St. Augustine College is clear, and it is stated publicly in many publications and on the College website. The programs and activities of the institution align with the mission and further the institution's service to its students and to the larger communities in which the College is located. By continuing to fulfill its mission, St. Augustine College has a strong, positive impact for the public good.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Argument

2.A The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

The College has policies and procedures in place to promote the integrity of its functions. St. Augustine has adopted strong policies and structures to ensure that the College's governing board, administration, faculty, and staff follow fair and ethical processes and operate with integrity in financial, academic, personnel, and auxiliary functions.

- Policies and procedures are clearly documented in the [Catalog](#), [Student Handbook](#), [Resident Faculty Manual](#), [Adjunct Faculty Manual](#), and [Human Resources \(HR\) Policy Manual](#).
- The College's [organizational structure](#) is designed to operationally carry out practices through the specification of and the delegation of responsibilities that ensure ethically responsible conduct.
- The College [mission \(p. 2\)](#), and [goals and objectives \(p. 3\)](#) are clearly stated in the Catalog.
- The [Catalog](#) and Website are available in English and Spanish to in order to make sure policies and procedures are readily accessible for all students.
- The [Transparency Checklist](#) identifies where information is published within the Catalog, Website, Student Handbook, and other documents as well as helping to demonstrate that information is consistent across publications.

In the 2014 Report of a Comprehensive Evaluation Visit St. Augustine College, the visiting team reported that 2A was met with concerns, the specific concern being whether the institution should identify or hire a Controller. An embedded report within the Assurance Argument addressing this issue was requested. The report is found in 5A5.

Financial Integrity

The institution operates with integrity in its financial functions through such practices as annual external audits, an annual budgeting process that includes the President, Cabinet, and Board of

Trustees, clear financial aid guidelines, and financial aid counseling for students.

- Annual Audit—An external audit is completed annually and reviewed by the Vice President of Finance, President, and Board Trustees Finance Committee and then shared with the entire Board. All external audits since 2013 ([2015](#), [2016](#), [2017 Audit Reports](#)) have shown no deficiencies, except for the most recent one ([2017 Audit Report, pp. 8-9](#)). A Corrective Action Plan, included in the [2017 Audit Report \(pp. 10-12\)](#), was developed and implemented to address the identified deficiency.
- Annual Budgeting Process—The [Budget Timetable](#) illustrates the institution’s budgeting process. The details of this process are presented in 5A5.
- Clear Financial Aid Objectives, Policies, and Procedures—The Office of Financial Aid, under the oversight of the Director of Financial Aid, is responsible for making sure financial aid guidelines follow all federal regulations and are kept up-to-date. The financial aid program is administered according to three principles (as stated in the [Consumer Facts and Financial Aid Handbook](#)). The first directly relates to the College’s Mission: *To assist in the national goal of equality of educational opportunity, the college will work with schools, community groups, and other educational institutions in support of this goal.* The second and third goals relate specifically to integrity:

Effectively communicating to students, staff, and the community of the true purpose of the financial aid program.

Acting as a responsible steward of aid dollars provided to the College.

The [Fall 2017 Student Satisfaction Survey](#) (N=47) shows that 83% of students *Strongly Agreed* or *Agreed* with the statement *Financial Aid Staff are Helpful and Professional*. [The Exit Survey](#) results showed that 87% of graduating students were *Very Satisfied* or *Satisfied* with Financial Aid Services.

- Financial counseling (also discussed in 3D1)—Starting Fall 2017, all new students are counseled about financing their education, including a detailed explanation of financial aid and institutional grants received, and the expectation that they will personally need to financially contribute to their education, which SAC tries to keep to a manageable minimum. This service is provided by institutional staff, many of whom report to the VP for Workforce Development. The [Financial Advising Form](#) is used to guide and document the process.
- St. Augustine College strives to keep tuition affordable for its students. In fact, there are only two private colleges in the Chicago metropolitan area with similar or slightly lower tuition (also discussed in 5C3):

St Augustine College ([Catalog p. 27](#)): \$13,200 + fees

Loyola’s [Arrupe College](#): \$12,500 + fees

National-Louis University’s special program for First-time, Full-time students: \$9,000 + fees for the first two years.

Academic Integrity

The College has clear descriptions of expected ethical conduct for both students and instructors, policies that ensure ethical academic functions and procedures for filing complaints and grievances.

- The College clearly describes expected ethical conduct of students. The Student Code of Conduct, included in the [Student Handbook \(pp. 46-49\)](#), clearly describes expected standards of student behavior, including Academic Guidelines and Expectations, Prohibited Conduct, in addition to the Sanctions for Violations of the Code of Student Conduct. Additionally, all syllabi include the Academic Honesty and Plagiarism Policy, and the Use Your St. Augustine College Email statement.
- Professional Conduct expectations for faculty at SAC, including the principles of Content and Pedagogical Competence, are clearly described in both the [Resident Faculty Manual \(p. 9\)](#) and [Adjunct Faculty Manual \(p. 11\)](#). The [2017 Resident Faculty Survey \(N=19\)](#) shows that 95% of Resident Faculty *Strongly Agreed or Agreed* with the statement, “Expectations about my job performance are clear and openly communicated by the administration.” Additionally, the [Fall 2017 Adjunct Faculty Survey \(N=42\)](#) shows 74% of adjunct instructors stated that the chair or course coordinators of [their] program “Provide feedback on your course and teaching material” and 84% stated they received a summary of the student Instructor and Course Evaluations for Spring 2017 (when responses from instructors who did not teach the previous semester were taken out).
- The College has procedures in place to ensure ethical behavior related to teaching. These include the use of [Master Course Syllabi Template](#) to demonstrate consistency across sections of any given course (further discussed in 3A2 and 4A4). Course Objectives are listed in every syllabus, and there is a plan for assessing the course objectives (described in 4B1 and 4B2). [Student Instructor and Course Evaluations](#) are conducted for every course, every semester to provide students an opportunity to evaluate their experience in a course (further discussed in 4A4), and [Program Outcomes and Course Requirements Crosswalks](#) ensure that all course requirements link to program outcomes (further discussed in 3A2 and 4B).
- A Copyright Policy included in the [Resident Faculty Manual \(p. 51\)](#), [Adjunct Faculty Manual \(p. 21\)](#), [Catalog \(p.148\)](#), and [Student Handbook \(p. 44\)](#) provides guidance on copyright law and fair use guidelines for both students and faculty.
- Other policies that govern ethical conduct in day-to-day operations are found in publications readily available to faculty, staff, and students. They include Academic Freedom ([Resident Faculty Handbook, p. 11](#)); Title IX, the Americans with Disabilities Act, the Family Educational Rights and Privacy Act (FERPA)([Catalog, p. 141](#)); Harassment Policy, Mandated Reporters of Child Abuse and Neglect, the Campus Security Act of 1990 ([Catalog, pp. 142-143](#)); Policy on Controlled Substances ([Catalog, p. 145](#)); and Policy on Access and Acceptable Use of Computing Technology ([Catalog, p. 146](#)). The [Transparency Checklist](#) identifies where each of these policies can be found within the Catalog, Website, and Student Handbook.
- Students and other constituents can follow procedures described in the Student Complaint Policy for filing complaints and grievances. The procedures are clearly explained in the [Student Handbook \(p. 45\)](#) and [Catalog \(p. 131\)](#). The Office of Academic Advising addresses written student complaints and provides a response (either action taken or progress accomplished) within 30 days of a filing date. In general, students feel that their concerns are heard, as demonstrated by the [Fall 2017 Student Satisfaction Survey](#) (N= 47) that showed 79% of students *Strongly Agreed or Agreed* with the statement, “*Student’s concerns are heard by the administration.*”

Personnel Integrity

The College has many policies, overseen by the Payroll and Human Resources Director, to ensure the integrity of its personnel functions. Faculty and staff are expected to be informed of the policies and procedures that detail their rights and responsibilities within the institution as documented in the [Resident Faculty Manual](#), [Adjunct Faculty Manual](#), and [HR Policy Manual](#). All faculty and staff members sign a Receipt of Human Resources Policy Manual and Employment-At-Will Statement ([p. 57](#)) that are kept in the personnel files of each employee. The statement includes the following wording:

This is to acknowledge that I have received a copy of the St. Augustine College Human Resources Policy Manual and I understand that it contains information about the employment policies and practices of the College. I agree to read and comply with this Human Resources Policy Manual.

- The [Resident Faculty](#) and [Adjunct Faculty Manuals](#) were updated and revised in July of 2017 by Academic Affairs.
- Individual policies in the HR Policy Manual are updated by the Vice President of Finance upon approval of a policy change by Cabinet and/or Board of Trustees as appropriate.

The following are examples of ethical personnel policies and procedures:

- The Board of Trustees approved sick time benefits for Resident Faculty during its [May 2017 meeting](#). This change was incorporated into the most recent version of the [HR Policy Manual \(pp. 43 & 58\)](#). Faculty sick benefits are further discussed later in this section and in 2C1.
- The procedures for filling a position are clearly stated in the [HR Policy Manual \(p. 8\)](#). The [Fall 2017 Staff Climate Survey](#) show that 81% of staff respondents *Strongly Agreed* or *Agreed* with the statement, “*The hiring process for your position was clear and professional.*” Additionally, 74% *Strongly Agreed* or *Agreed* with the statement, “*The hiring process for your position was fair and unbiased.*”
- As stated in the [HR Policy Manual \(p. 10\)](#), The College maintains a position description for each position in the College. The position description outlines the essential duties and responsibilities of the position.
- IWE provided a large number of [staff trainings](#) on various topics including: academic advisor training, exceptional customer service, communication skills for managers, and sexual harassment.
- A number of processes support ethical behavior: Resident Faculty Evaluation, including the review of faculty qualifications, Annual Faculty Performance Reviews, Faculty Portfolios, Student Instructor and Course Evaluations, and Faculty Observations (discussed in detail in 4A4).
- The process for staff performance reviews is described in the [HR Policy Manual \(p. 36\)](#). The [Fall 2017 Staff Climate Survey](#) (N=29) shows that 69% of staff respondents *Strongly Agree* or *Agree* with the statement, “*I am comfortable asking questions about performance expectations.*”

Auxiliary Integrity

The College has policies and procedures to ensure integrity within its auxiliary functions.

- To make textbooks more affordable for students, the College Bookstore, overseen by the VP for Finance, began renting as well as selling books. The [Fall 2017 Student Satisfaction Survey](#) (N=47) show that 66% of respondents *Strongly Agreed* or *Agreed* with the statement, “*Bookstore staff are helpful and professional.*” This percent increases to 78% when *don’t know* responses are taken out.
- Daycare fees are intentionally below market, making the service affordable for students, rather than using it as a profit-making service. Although the number of [Fall 2017 Student Satisfaction Survey](#) student respondents that utilize childcare was low (about 9-12 students seemed to have some interaction with this service), overall satisfaction with childcare and the process was high for those who utilize the service: 8 out of 9 respondents agreed that *childcare staff are helpful and professional*; 12 out of 12 respondents agreed that the *required documentation and hours of operation are clearly explained*; 9 out of 10 respondents agreed that *childcare services are high quality*.
- The Institute for Workforce Education (IWE), overseen by the VP for Workforce Development, has extensive policies and procedures which have been established to ensure integrity within its functions. These include an [IWE Cost Allocation Policy](#), and an [IWE Instructor’s Handbook \(p. vi\)](#) that includes Professional Conduct Policies. Except for the Cost Allocation Policy, IWE follows the same financial policies and procedures as the College. Separate IWE income and expense statements are presented to and discussed with the Board of Trustee’s Finance Committee on a quarterly basis. Additional information about IWE can be found in 5A2.
- The [Chicago Department of Family Support Services Head Start Support Services Professional Development Project \(CDFSS Project\)](#), on average, completes 2-4 audits per year. No findings exist within these audits. In the last five years, the Head Start Support Services programs have created additional income to St. Augustine College of approximately \$600,000. Additional information about CDFSS is included in 5A2.

Fair and Ethical Policies and Processes for the Governing Board are discussed in detail in 2C.

Fair and Ethical Policies and Processes for the President’s Cabinet

The Cabinet is a team committed to the school’s mission that looks forward to the fostering of ethical conduct, individual responsibility, and integrity. The members are shown in the [organization chart](#). These senior administrative personnel review all decisions and policies that are proposed by the various departments of the College. Key Policies and Procedures that guide the operations of the institution include:

- Financial Aid Policies—Financial Aid Policies are discussed in detail in the [Consumer and Financial Aid Facts Handbook](#).
- Admissions Procedures—Complete Admissions procedures can be found in the [Catalog \(p. 13\)](#).
- Awarding of Credit Hours—The College employs the Federal Credit Hour Definition in the assignment and awarding of credit hours, as noted in the [Catalog, p. 14](#).
- Transfer of Credit—Discussed in detail in 4A2 and in the [Catalog, p. 15](#).
- Privacy Policies—The policy on the Privacy of Student Records and Transcripts can be found in the [Catalog, pg. 129](#). Confidentiality Statements for students completing their Internships,

Practicums and Observation Hours are discussed in 2E2.

- A process for [Vendor Selection](#)

Cabinet members discuss fair and ethical procedures during Cabinet meetings. Conversations related to making sure students are signed up for [FAFSA \(10-09-2017\)](#) and developing procedures for ensuring clear and accurate communication within [e-blasts \(10-24-2017\)](#) exemplify these discussions.

Sources

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- Staff Trainings IWE 2015-2016
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- Student Handbook 2017-2018
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- Transparency Checklist 3-6-2018
- Vendor Selection Process

2.B - Core Component 2.B

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.

Argument

2.B 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.

St. Augustine College clearly provides fair, accurate and complete information to all of its constituencies, students, and the public in its Academic Catalog, Student Handbook, and in the Website with regard to the following: (with the Catalog considered the master document):

- o Academic Calendar (Catalog, Inside Front and Back Covers of hard copy)
 - o Grading ([Catalog, p. 120](#))
 - o Admissions ([Catalog, p. 13](#))
 - o Program requirements ([Catalog, pp. 45-72](#))
 - o Tuition and fees ([Catalog, p. 27](#))
 - o Refund policy ([Catalog, p. 27](#))
 - o Accreditation status ([Catalog, pp. ii, 20-21](#))
- The [Catalog](#) and Website are available in English and Spanish to ensure that the College's policies and procedures can be fully understood by students.
 - As demonstrated by the [Transparency Document](#), St. Augustine provides students and the general public with consistent, clear, and complete information in the [Catalog](#), Website, and [Student Handbook](#).
 - All new students are encouraged to attend the College's [New Student Orientation](#). During the orientation, students are provided information about the college's mission, academic programs, policies affecting students, point-of-service offices, and they are encouraged to review the Catalog, Website, and Student Handbook for a complete list of policies, procedures, costs, programs, and other related information. In Fall 2017, the [New Student Orientation Staff Presentation](#) was updated. The [Spring 2016 New Student Orientation Evaluations](#) show a very high level of satisfaction with the experience.
 - Student Right-to-Know information is easy to find in the [Catalog \(p. 20\)](#) and on the Website (under Student Resources: <http://www.staugustine.edu/wp-content/uploads/2017/10/Student-RTK-FINAL-for-web-posting.pdf>).
 - Information about the College's Accreditation and Program Accreditations in Respiratory

Therapy and Social Work are communicated in the [Catalog \(pp. 20-21\)](#) and Website: <https://www.staugustine.edu/academics/program-accreditation/>.

In the 2014 Report of a Comprehensive Evaluation Visit, the site visiting team determined that 2B was met with concerns and identified 4 issues: inadequate seat time, alignment of master course schedule with respiratory courses, alignment of Catalog and science syllabi, and how the 4-hour courses are different from 3-hour courses. A monitoring report was recommended. On [November 12, 2014 an interim report](#) was submitted to HLC to address these issues. On [December 22, 2014, HLC responded](#) with a staff analysis of institutional report, determining that “the college has provided sufficient evidence to show that it has appropriately addressed issues raised in the team report.” The staff action was to “accept the report demonstrating how the college has addressed the...four issues.” The institution's response to the reviewer analysis is discussed in 3A1.

Sources

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- Student Handbook 2017-2018
- Transparency Checklist 3-6-2018

2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
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.
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.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Argument

2.C. The Governing Board of Trustees of the Institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

The functions and priorities of the Board of Trustees are guided by the [College Bylaws](#). While making decisions, the Board considers the College's constituencies, as exemplified in the College's presidential search. College Administration oversees the day-to-day management of the institution and the Faculty oversees academic matters.

2.C.1 Governing Board Priorities

The St. Augustine [College Bylaws](#) clearly identify that the priority of the Board of Trustees is to preserve and enhance the institution by charging each trustee with fiduciary, personnel, and planning decision-making responsibilities that are in the best interest of the College.

- The College Bylaws establish the terms and responsibilities of the Officers of the Board of Trustees ([College Bylaws Articles V-VIII, pp. 6-8](#)).
- Additionally, the Board of Trustee's committee structure, and composition, purpose, and responsibilities for each committee are also established in the College Bylaws ([Articles XII-XVII, pp. 10-13](#)). Standing committees include: the Executive Committee, the Committee on Governance, the Academic and Student Affairs Committee, the Finance Committee, and the Development Committee.

Board meeting agendas and minutes provide evidence of the engagement of the Board of Trustees in the future direction of the College. The following exemplifies Board fiduciary, personnel, and planning deliberations:

- The Finance Committee recommends the designation of an independent auditor to prepare and submit an annual report to the Board of Trustees, as evidenced in the [5-18-2017 Board Minutes](#). In the May meeting, the Finance Committee recommended the use of RSM as the outside auditor. The [2017 independent audit report](#) (presented to the Audit Sub-committee of the Finance Committee by the auditors) was completed by RSM.

- Board members join the Director of Development on donor and prospect visits, make their own donations to events, and some give to scholarships. The [SAC Board Giving Campaign Letter](#) exemplifies how each Board member is encouraged to contribute financially to the College. The Board of Trustees also discuss the financial contributions of the Board during Board meetings, as exemplified in the [5-21-2015 Board Minutes](#).
- In an effort to expand its philanthropic support for the College, The Board is currently working to build its fundraising capacity. The Chairperson of the Governance Committee is attending Board development trainings offered by the Episcopal Charities and Community Services. The purpose is that once the new president arrives, there will be a plan to execute in order to strengthen the Board and the resources they can bring. As part of that process, the Board will be performing a self-assessment to help with that process.
- The Board is focused on ensuring that the new College President will be a strongly qualified candidate. The Presidential search is described in detail in 2C2.
- In the [5-18-2017 Board Minutes](#), the Finance Committee recommended changes to the sick leave policy in order to comply with changes made to the Employee Sick Leave Act, effective July 1, 2017. These recommendations included offering sick leave to full time faculty members at a rate of 1 day per month. The Board unanimously voted to accept the changes.
- The President gives a quarterly update on the progress of the Strategic Plan to the Board (or in this instance, progress of developing a new Strategic Plan) as evidenced in the [5-18-2017 Board Agenda \(in the President's Report\)](#).
- As evidenced in the [5-18-2017](#) and [9-21-2017 Board Minutes](#), the Board of Trustees is seeking to diversify its skill and knowledge base through growing its membership. The Board is currently working to develop a board matrix to identify potential new skills and expertise for the board.

2.C.2 Governing Board Decision-Making

The Board of Trustees operates under College Bylaws that provide the structure and the ethical principles by which the Board conducts its decision-making business. Article II, Section I the [Bylaws \(pp. 3-4\)](#) describes the Financial, Academic, Personnel, and Auxiliary functions of the Board. Board meeting agendas, E-packets, and minutes provide evidence of the Board's consideration of reasonable and relevant interests of the institution's internal and external constituencies. The following exemplifies fair and ethical decision-making by the board.

- All Board of Trustee meetings have had a quorum since 2013, demonstrating a high level of engagement of Board members.
- Both the Faculty and the Staff have a representative who attends all Board meetings. Faculty and Staff are encouraged to provide a brief report to the Board at each meeting, as exemplified by the [5-18-2017 Board Agenda](#).
- The [Board Bios](#) illustrate that many Board members are connected to external constituencies (business and professional associations, community-based and faith-based organizations, educational and social agencies), providing the Board information about the reasonable and relevant interests of these constituencies.
- The Board oversees the appointment of the College President. In an [email sent to Faculty and](#)

[Staff in November 2017](#), the Board President announced that the Board had selected Witt/Kieffer, a national executive search firm, to assist the board in the recruitment of a new president. Witt/Kieffer met with both internal and external constituencies (listed in the [February 21, 2018 Memo by Dr. Lehner](#)) and will incorporate the thoughts, suggestions, and words of caution into consideration when developing the Presidential Leadership Profile. The Presidential Search Committee includes members from the Board of Trustees, Cabinet, Faculty, Staff, Students, Alumni, and Founders.

- Board members annually sign [Conflict of Interest Statements](#), which are kept on file in the President's office.

Financial Functions

- The Board's Financial Committee members have appropriate credentials. The current Finance Committee Chairperson is extensively experienced in finance because of his business activities.
- The Board of Trustees recognizes the importance of providing funding to meet the requirements of the College's mission, vision, and goals. The Board's actions supporting this financial obligation include:

Quarterly income/expense monitoring linked to the budget, as exemplified by the President's Report included in the [5-18-2017 Board E-packet](#).

Adoption of the annual budget that includes a process for considering the needs of each department. The [5-19-2016 Board Minutes \(p. 3\)](#) shows the then Finance Committee Chairperson presenting the 2016-2017 budget and the Board voting to adopt the budget.

- As part of its financial functions, the Board appoints an auditor to annually review the College's financial statements. The Board voted to retain RSM as the auditor in the [May 2017 meeting](#).
- The Board of Trustees acts as a control for check signing and indebtedness as described in Article XXI, Checks and Indebtedness, of the [Board Bylaws \(p. 16\)](#). The [5-19-2016 Board Minutes \(p. 3\)](#) shows the Board voting on a loan resolution that will reduce interest rates for Aurora.

2.C.3 Governing Board Autonomy

As discussed in 2C1, the St. Augustine College Board of Trustees is independent and autonomous and operates in the best interest of the institution. It has authority to approve the annual budget and to engage and dismiss the chief executive officer. As described in the [College Bylaws, Article II, p. 3](#), the Board of Trustees has specific fiduciary, personnel, and planning responsibilities to aid the institution in achieving its mission and goals.

- The Board of Trustee members receive no remuneration for their voluntary involvement with the College.
- To ensure their ability to serve in the best interest of the College, all Trustees are asked to abide by the Conflict of Interest Policy and to annually complete and sign a [Conflict of Interest Disclosure](#). Copies of signed Conflict of Interest Forms are available by request in the HR office.

2.C.4 Delegation of Authority for College's Management and Academic Oversight

The Board of Trustees delegates the day-to-day management of the College as illustrated in the [St. Augustine Organizational Chart](#). The Faculty participate in the governance of academic matters.

College Administration

- According to the [Board Bylaws, Article VIII \(p. 8\)](#), the President shall supervise the affairs of the College and regularly report to the Board of Trustees. The President shall oversee the implementation of the College's mission, values and philosophy.
- The [Board Bylaws in Article VIII \(p. 8\)](#) additionally state that the President shall have the authority to appoint and remove from office Senior Administrative Personnel of the College, including a Chief Financial Officer, a Chief Academic Officer, a Chief Student Services Officer, a Chief Information Officer, and all other staff and faculty, as may be required within the approved budget of the College and consistent with the College's mission, values, philosophy and policies.
- As referenced in 2A, the members of the President's Cabinet are the senior administrators who are responsible for the assigned departments.

Faculty

St. Augustine has a robust [committee structure](#) to thoroughly debate, advance, and enhance all aspects of academic matters. The following exemplifies faculty oversight:

- Recently approved [Faculty Council Bylaws \(p. 3\)](#) state: "*The faculty of the College through [the Faculty Council] and its committees is charged with the duty of making recommendations regarding issues that affect all departments. Examples may include undergraduate curricula, non-curricular academic issues, as well as budget and resource policies and procedures.*"
- The AAS in Respiratory Therapy program received a Standard Citation for failing to meet the threshold of 70% on-time graduation rate (as stated in the [Respiratory Therapy Accreditation 11-2017](#) letter). Faculty created an action plan (shown in the [Detailed Action Plan 1-20-2018 Progress Report](#)) in response to the citation that included offering remedial courses for students who have failed any support course. This remedial course [RES 199](#) (will be changed to RES 099) is a free, non-credit course. The Respiratory Therapy Committee, made up of respiratory advisors, faculty, and the VP of Academic Affairs, is responsible for the implementation, monitoring and evaluation of the plan.
- The Retention Task Force (chaired by a faculty member) took on the project of completely reorganizing the New Student Orientation. The Task Force worked for a year developing the curriculum, then piloted and later fully implemented, the new orientation. The [October 7, 2014 Retention Task Force meeting minutes](#) illustrate the process, as well as decisions made by the Task Force.
- The [Fall 2017 Resident Faculty Survey](#) (N=19) shows that 58% of Faculty *Strongly* or *Mostly Agreed* with the statement: "I feel comfortable voicing opinions, complaints, or ideas about institutional policies"; 26% of Faculty *Somewhat* agreed with the statement, while 16% responded with *Not At All*. This issue of Faculty and Staff morale, communication, and engagement is something in which the Board of Trustees has shown interest and concern, as demonstrated in the 5-19-16 Board Minutes (p. 1).

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2.D - Core Component 2.D

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

Argument

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

St. Augustine College demonstrates its commitment to freedom of expression and the pursuit of teaching through its many policies. The following exemplify such policies for the Board of Trustees, Resident Faculty and Students.

- In the [College Bylaws, Article II Section 1, Subsection \(I\) \(pp. 3-4\)](#), the Board of Trustees shall have the authority to “...Approve such policies that protect academic freedom and contribute to an open and nurturing academic environment for the faculty to teach, pursue their scholarship, and perform public service which is consistent with the College’s mission, goals, values, philosophy and financial resources.
- The Academic Freedom section of the [Resident Faculty Manual \(p. 11\)](#) clearly describe the freedoms of expression enjoyed by SAC Faculty, consistent with the 1940 AAUP Statement of Principle on Academic Freedom and Tenure (with 1970 Interpretive Comments). Faculty have final responsibility to select texts and materials appropriate for teaching, and full freedom in research.
- The [Fall 2017 Resident Faculty Survey](#) shows that 79% of Resident Faculty *Strongly Agreed* or *Agreed* with the statement: “My teaching is acknowledged and respected.”
- The College’s commitment to freedom of expression and the pursuit of truth is communicated to students in the Student’s Rights and Responsibilities section of the [Student Handbook \(p. 46\)](#).
- The [Student Handbook \(pp. 24-32 and 46-50\)](#) clearly describes academic standards, satisfactory progress, academic policies and support, college standards, and the appeals process.

Sources

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- Student Handbook 2017-2018
- Student Handbook 2017-2018 (page number 24)
- Student Handbook 2017-2018 (page number 46)

2.E - Core Component 2.E

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

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.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Argument

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

St. Augustine persistently works to ensure the integrity of the scholarly practice of its faculty, students and staff. This has included the recent work of developing a Responsible Conduct of Research Statement and Policy, Institutional Review Board, and Institutional Review Board Handbook (see 2E1 below).

2.E.1 Oversight of and Support for Integrity of Scholarly Practice

In the [2014 Report of a Comprehensive Evaluation Visit](#), the site visiting team determined that 2E was met with concerns because the College did not have an independent Institutional Review Board (IRB). An embedded interim report within this Assurance Argument was recommended. The [Embedded Interim Report](#) describes the process the College has undergone to develop the College's research policies, an IRB with policies and procedures, as well as the final products of the IRB Planning Committee.

The following exemplifies the College's policies and procedures for responsible acquisition, discovery and application of knowledge.

- The [Responsible Conduct of Research Statement and Policy \(pending approval\)](#), responding to the America Creating Opportunities to Meaningfully Promote Excellence in Technology, Education, and Science (COMPETES) Act, requires all research to comply with the following principles: Collaborative Science, Conflicts of Interest and Commitments, Data Acquisition, Management, Sharing and Ownership, Human Research Protections, Lab Animal Welfare, Mentoring, Peer Review, Publications Practices and Authorship, Research Misconduct. Each principle is further discussed within the policy.
 - The statement and policy were approved by the [Academic Council on 2-28-2018](#) and the [Cabinet on 2-26-2018 \(p. 1\)](#). Final review and approval by the Board of Trustees is still needed and may occur during the May 2018 Board meeting.
- The newly developed [IRB Handbook](#) includes clear and detailed descriptions of the IRB, procedures, and forms that will ensure the responsible and ethical acquisition and discovery of knowledge by faculty, students and staff.
 - The IRB Handbook was presented to Faculty during the [Spring 2018 Faculty Institute](#) with no concerns raised and approved by the Cabinet with minor edits in the [1-22-2018](#)

[meeting](#).

2.E.2 Student Guidance on Information Resources Use

The College offers thorough guidance to students in the ethical use of information in the form of written policies, as well as oral guidance. Students hear about plagiarism during the New Student Orientation, sign acceptable use agreements, and are offered training throughout their time at SAC. Numerous courses are either dedicated to or discuss ethics. Guidance for effective use of research and information sources is also discussed in 3D5.

Written Policies

- All SAC [Master Syllabi, p. 3](#) (discussed in 3B) have a detailed statement on academic honesty and plagiarism. [PSC 103 \(p. 3\)](#) is provided as an example.
- The SAC [Student Handbook \(p. 44\)](#) has a statement on academic integrity.
- The IT Department provides all students, and has all students sign, an [Acceptable Use Policy and Form](#).
- The [Respiratory Therapy Handbook \(p. 15\)](#), [BSW Field Manual \(p. 11\)](#), and [Psychology Student Handbook \(p. 29\)](#) include a Confidentiality Statement for clinical rotations and internships.

Workshops and Trainings

- During the New Student Orientation, students participate in a workshop that includes information about plagiarism. The workshop includes the following Prezi presentation: http://prezi.com/non14gvclt/?utm_campaign=share&utm_medium=copy&rc=ex0share
- The SAC Career and Transfer Center provides many workshops for students by faculty request, including a Plagiarism and Citation workshop, by faculty request. The [CTC Student Workshops Memo](#) highlights the workshops offered.
- As exemplified in the [Library Workshops](#) (discussed in 3D) schedule from Spring, 2017, the SAC Library periodically offers workshops on *Plagiarism and Citations* and *APA Style* to students.

Course Content

There are three courses dedicated to the topic of ethics and/or the use of informational resources:

- [PHI 220 \(Catalog, pg. 94\)](#)
- [PSY 201 \(Catalog, pg. 95\)](#)
- [SWK 305 \(Catalog, pg. 102\)](#)

The Following courses discuss ethics:

- BUS 110 (Chapter 4- Business Ethics and Social Responsibility)
- ECE 101 (Chapter 5- Abide by a Code of Ethical Conduct), 221 (Chapter 1- The Ethical Issue) and 232 (Chapter 2- Professional Ethics)
- PSY 340 (Chapter 3- Foundations of Ethical Practice & Ethics Involved in Assessment Goals)

- SWK 200, 319, 335, 355, 410, 420 and 470 courses as illustrated by the [BSW Program Outcome and Course Requirement Crosswalk](#)

2.E.3 Academic Honesty and Integrity Policies

The College has and enforces Student Code of Conduct policies that include policies on academic honesty and integrity. These policies are highlighted during New Student Orientation.

- SAC's [Catalog \(p. 130\)](#) and [Student Handbook \(p. 47\)](#) include a Policy on plagiarism. This policy is enforced by the faculty, coordinators, department chairpersons and the VP for Academic affairs.
- An Academic Honesty and Plagiarism statement is included in all course syllabi.
- St. Augustine ensures integrity of grading standards with the grading system indicated in all course syllabi.
- The Student Code of Conduct is highlighted and discussed during the [New Student Orientation Staff Presentation \(p. 3\)](#).

Sources

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- Academic Council Minutes February 28 2018 Pending Approval
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- BAP Student Handbook-Revised 8-2017
- BAP Student Handbook-Revised 8-2017 (page number 30)
- BSW Field Manual_2017-2019
- BSW Field Manual_2017-2019 (page number 12)
- BSW Program Outcomes and Course Requirement Crosswalk_1-30-2018
- Cabinet Minutes 02.26.18 pending approval
- Cabinet Minutes 1.22.18
- CTC Workshops Memo
- Embedded Interim Report_2E
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- Institutional Review Board Handbook_Cabinet Approved
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- Master Syllabus Template_March 2017 alt 3-19-2018
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- PSC-103 American Government and Politics-Spring 2018 Final
- PSC-103 American Government and Politics-Spring 2018 Final (page number 3)
- RESPIRATORY STUDENT HANDBOOK SPRING 2017
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- Student Handbook 2017-2018
- Student Handbook 2017-2018 (page number 44)
- Student Handbook 2017-2018 (page number 47)

2.S - Criterion 2 - Summary

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

Summary

St. Augustine College has demonstrated through this narrative that it acts with integrity in all of its operations. It promotes integrity in all personnel areas—Administration, Faculty, and Staff. It treats all students with respect and integrity. It carefully monitors financial operations and employs an external auditor to assure its accreditors and federal and state regulatory agencies that it maintains fiscal transparency and integrity at all times.

A major initiative in the area of research integrity is being implemented at this time. With the introduction of new bachelor's degrees that include research responsibilities and the potential for federal or state grants that may require scholarly research, the College has established an Institutional Review Board to ensure the protection of human subjects in research projects. Policies and procedures have been formulated by an IRB Committee that has agreed to serve for the first year as the Institutional Review Board to evaluate policy and procedure effectiveness through some pilot research projects. This activity responds directly to the HLC 2014 Evaluation Visit that cited the need for an IRB given the expansion of academic programming. This will be a significant activity over the next few years.

Overall, St. Augustine College is an institution that maintains integrity internally and externally. It does so in full recognition of its responsibility to serve the public good.

Sources

There are no sources.

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

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

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

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

Argument

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

St. Augustine College makes the American system of higher education available to a diverse student population through the delivery of culturally relevant, high quality services to a primarily Hispanic population across five sites where large numbers of Hispanics reside as described in the document entitled, [Areas Served by St. Augustine College](#). This emphasis remains a successful top priority as stated in the College Mission from the College's inception and as evidenced recently by its identification as one of the Best Colleges for Latinos in a study by the Pew Research Center reported in *Latino Leaders Magazine* (<http://www.latinoleaders.com/November-December-2017/Best-Colleges-For-Latinos>). The College's programs have provided generations of students opportunities to improve their employability in the American economic system.

3.A. The institution's degree programs are appropriate to higher education

St. Augustine College—with a Carnegie classification as Baccalaureate/Associate Mixed, Private Not-for-Profit, 4-Year Institution—remains faithful to its mission, serving Latino adults who can benefit from a dual-language, college-level education. For almost 20 years, St. Augustine College had one bachelor's level program, the Bachelor of Social Work, and numerous associate's programs. However, since December 2016, the College has introduced four additional bachelor's degrees: B.A. in Hospitality, B.A. in Psychology, B.A. in Business Administration, and B.S. in Computer Information Systems. All of its programs are appropriate to higher education.

- The College operates on a semester system, with Fall, Spring, and Summer terms. The Fall and Spring terms are 16 weeks in length, and the Summer term is 8 weeks in length ([Catalog, p. 126](#) and Academic Calendar, Catalog, Inside Front Cover of hard copy). The Respiratory Therapy Program offers, within a semester, two 8-week terms with 2 credit hour courses.

- The [Catalog \(p. 41\)](#) describes program requirements, which comply with the College's state regulators and its accrediting associations, are comparable to requirements in most institutions of higher education:

The associate degree programs are a minimum of 60 credit hours in length and can be completed in a minimum of two years; the bachelor's degrees are at least 120 credit hours in length (the BSW is 128 credit hours) and typically require five years for completion when students need English language support in their early semesters.

The Bachelor's degrees and the Associate of Arts (AA) degrees require 48 hours of general education; whereas, the Associate of Applied Science (AAS) and the Associate of General Studies (AGS) require 20 hours of general education. These requirements meet the State's Illinois Articulation Initiative (IAI) (<https://itransfer.org/>) requirements (discussed in more detail in 3B1).

3.A.1 Program Currency and Required Levels of Student Performance

The academic programs of St. Augustine College are designed to ensure courses and programs are current and require levels of performance appropriate to the degree offered. The following exemplify these external and internal processes:

External Review Processes (also discussed in 4A1)

- The College awards credit based on the federal credit hour requirements ([Catalog, p. 14](#)).
- Faculty members document time-on-task for out-of-classroom assignments in the topical outline of the syllabus for each course. In syllabi development workshops, faculty members have discussed research findings regarding the additional time students whose first language is not English need to complete assignments. This resulted in a clarification paragraph being added to the credit hour policy in the [Catalog, p. 15](#).
- In the 2014 Report of a Comprehensive Evaluation Visit, a monitoring report was recommended to address concerns related to inadequate seat time and how some 3-hour courses in the Respiratory Therapy program differ from 4-hour courses when instructional time appeared to be similar. SAC responded to these concerns with an Interim Report submitted in November 2014. In essence, the College demonstrated that student success in two specific 3-hour courses required flexibility in additional instructional time, which the College provides at its expense rather than adding to the students' expense. The [Interim Report](#) was accepted by HLC in December 2014. The institution responded to [HLC's recommendation \(p. 3\)](#) to review seat time in the AAS in Respiratory Therapy. After the review, the College confirmed its commitment to the additional seat time for the benefit of the students. Based on the many years of documented success of its graduates in the National Board for Respiratory Care Examination (highlighted in 4A6) there was agreement that the program must be flexible to the needs of its students and offer the additional support (in terms of seat time) to continue this success rate. The interim report is further discussed in 2B.
- Four new bachelor's degree programs have been instituted at St. Augustine College since the last Higher Learning Commission accreditation visit in 2014: B.A. in Psychology, B.A. in Hospitality Management, B.S. in Computer Information System, and B.A. in Business Administration. The College has instituted these programs after a thorough review of the associate level programs within the school, an examination of the market need for the programs,

their economic advantage to students continuing in these fields, and an assessment of the desire for such programs by current and recently graduated students. The programs were approved by the Illinois Board of Higher Education ([IBHE Hosp + PSY 2015](#); [IBHE CIS + BUS March 2016](#)) and the HLC ([Change Visit Action Letter 12-15-15](#) & [Change Visit Action Letter 12-15-17](#)).

- The A.A.S. in Respiratory Therapy and the Bachelor of Social Work are accredited by their respective accrediting bodies. The [Commission on Accreditation for Respiratory Care recently voted to confer accreditation of the AAS in Respiratory Therapy through 2027](#). The [Council on Social Work Education Accreditation voted to reaffirm the BSW program through 2020](#). Each of these accrediting bodies conducts external program reviews to confirm that programs meet required standards. These external reviews have resulted in improvements to the programs. Further descriptions of the review process and improvements can be found in 4A5.
- Several of St. Augustine College's programs have advisory boards to ensure professionals in their respective fields provide input on program trends and needs. Currently, the Respiratory Therapy program, Early Childhood Education program, and the Psychology program have Advisory Boards. The [November 16 Respiratory Therapy Advisory Board Minutes](#), the [Psychology Advisory Board Description](#), and the [May 2017 Psychology Advisory Board Agenda](#) are provided as evidence. The Vice President for Academic Affairs has asked that all bachelor-level programs develop Advisory Boards; consequently, Advisory Boards for the Bachelor's programs in Social Work, Business Administration, Computer Information Systems, and Hospitality Management are scheduled for development in 2018-2019.

Internal Review Processes

- The Academic Council is responsible for ensuring the coherence of curriculum, approval of new programs and courses, development implementation of academic policies, and resolving accreditation issues, as described in the [Resident Faculty Manual \(p. 6\)](#). Academic Council is made up of the VP for Academic Affairs, Chairpersons of the academic departments, the President of the Faculty Council, and a faculty member liaison. The Academic Council meets monthly to review activity throughout the Academic Affairs Department, programs, and committees; and it maintains Academic Council Minutes as evidenced by the [10-1-2014](#), [2-4-2015](#), [9-29-2016](#), and [2-28-2017](#) meeting minutes.
- The Internal [Program Review Process](#) (also discussed in 4A1) guides Department Chairpersons and the Academic Council in the review of degree programs. Programs are conducted by department chairs and presented to Academic Council on a two-year cycle. In this way, all degree programs are regularly reviewed and evaluated for market demand and relevancy. Data from student learning outcomes, persistence rates, and survey feedback from constituencies inform the Program Review Process.
- The Alumni Survey represents an Internal Review. The following results from the [Fall 2017 Alumni Survey](#) (N= 36) show the percent of alumni respondents who *Strongly Agreed* or *Agreed* with each statement:

SAC provided me excellent instructional programs and classes- 94%

SAC prepared me well to enter the job market- 86%

My degree prepared me well for my chosen career field- 81%

I learned specific skills which enhanced my abilities in my chosen field- 92%

- Results from the [Fall 2017 Instructor and Course Evaluations Overall Averages](#) show the average student response for each statement:

I believe that I will use what I have learned in this class: 3.7 out of 4

I believe the work required in this course is sufficiently challenging: 3.58 out of 5

- Although a process was in place, the Academic Council and Department Chairs have struggled to keep track of which programs should be reviewed in a given year. To respond to this, a timeline was recently added to the [Program Review Process](#) document. Examples of the Program Review report include the [Computer Information Systems Program Review](#) and the [Business Administration Program Review](#). Further description of the program review process and examples of improvements made as a result of the reviews can be found in 4B2.
- The [Master Course Syllabus Template \(MCS Template\)](#), first adopted in 2008, creates a consistency for all of the courses at the College. This template is reviewed at least once every five years, or when a policy or practice change occurs within the College that impacts all courses. A new Master Course Syllabus is then developed for each course, detailing the essential elements of the course. [ECE 225](#) is provided to exemplify the Master Syllabus. The Resident Faculty Course Coordinators and Department Chairpersons are responsible for the adoption/adaptation/approval of each Master Course Syllabus, which the departments update annually. During the [Spring 2018 Faculty Institute \(p. 1\)](#), Faculty agreed that the MCS Template was outdated and needed to be reviewed. Updates will be discussed this semester. The MCS Template is also discussed in 3A3 and 4A4.

All Master Course Syllabi are reviewed using a Master Program Syllabi Review Form for each department, as evidenced by the [Administrative Assistant Syllabi Review Form](#). They were most recently reviewed for all courses in the Fall of 2017 by the Criterion 3 Committee. Trends, concerns, and a [Summary Review Report](#) were submitted to the Academic Council for review and change in December 2017. Workshops in the [Spring 2018 Faculty Institute](#) were held to discuss the findings and make necessary revisions. Department Chairpersons are currently overseeing revisions to syllabi and submitting them to the Vice President for Academic Affairs.

Identifying a process to ensure regular review of all Master Course Syllabi has been identified as an area for growth.

- With the implementation of two new bachelor's programs last spring and two more this spring, Academic Affairs, led by the Vice President for Academic Affairs, is revisiting the structure of the Academic Affairs Department and its committees to better meet the academic needs of the College.

General Education Learning Goals and Course Options

- General Education course work at St. Augustine College prepares student to gain entry level positions in the field of their programs or to transfer to a four-year institution that offers a baccalaureate degree in the field. It also prepares students for lifelong learning, in alignment with the Illinois Standards for General Education (further discussed in 4A2 and 4A3). The College has four integrated General Educational Outcomes, as shown in the [Catalog \(p. 35\)](#) and that appear in each syllabus:

1. Using appropriate methodologies, students demonstrate the ability to read, listen, and communicate with understanding and critical discernment.
2. Students learn to evaluate ideas and outcomes, solve problems, and make informed decisions based upon consideration of evidence, reason, and implications.
3. Students learn to access information efficiently and effectively; evaluate it critically and competently; and use it accurately and creatively.
4. Students develop recognition of and respect for diversity through cultural interactions in and outside the classroom.

General Education Requirements for degrees offered at SAC are discussed in 3B1. Assessment of the College's General Education learning goals is discussed in 4A3.

- Because many students come to St. Augustine College with English as their second language, SAC offers 100- and 200-level courses in English, Spanish, Bilingual, and Dual language options to ensure optimal learning while students improve their English reading, writing and speaking skills. In this way the college ensures students can perform at the level appropriate to the degree they are earning. The [Enrollment by Language Option](#) document provides graphs illustrating the enrollment of students in English and Spanish language option courses for academic years 2014-2015 and 2017-2018. Enrollment in a Spanish language option course has accounted for 20% of total enrollments on average for these years. If English, Respiratory Therapy, and Social Work courses (offered only in English) are taken out, Spanish language option courses account for about 29% of enrollments. This is an important distinction to make because when there is an option, a significant number of students will choose to take a Spanish language option course.

Students who continue in bachelor programs take all upper-division courses in English and are expected to demonstrate the course expectations in English. Language options have been available since the College's inception, and a decision to offer only English for bachelor's level programs was made at the time the first bachelor's program was established.

3.A.2 Differentiated Program Learning Goals

St. Augustine College has clearly articulated student learning goals and effective processes to assess the achievement of these goals. Program Outcomes are stated in the College Catalog. They are also addressed in 3B3 and explained in practice in 4B1.

- All degree programs have clearly stated and measureable program outcomes for the College's associate and bachelor degrees and can be found in the College Catalog:

B.A. in Psychology ([Catalog, p. 46](#))

B.A. in Hospitality Management ([Catalog, p. 49](#))

Bachelor of Social Work ([Catalog, p. 53](#))

A.A. in Business Administration ([Catalog, 56](#))

A.A.S. in Accounting ([Catalog, p. 59](#))

A.A.S. in Administrative Assistant ([Catalog, p. 61](#))

A.A.S. in Business Management ([Catalog, p. 63](#))

A.A.S. in Computer Information Systems ([Catalog, p. 64](#))

A.A.S. in Culinary Arts ([Catalog, p. 66](#))

A.A.S. in Early Childhood Education ([Catalog, p. 67](#))

A.A.S. in Respiratory Therapy ([Catalog, p. 70](#))

Associate of General Studies ([Catalog, p. 72](#))

Courses in each program have measurable learning objectives that are listed in each syllabus. The [Bachelor of Social Work Program Outcomes and Course Objectives Crosswalk](#) exemplifies how course learning objectives are linked to the program outcomes. In the Social Work syllabi, course objectives are linked to program objectives ([SWK 335](#) exemplifies this). The Assessment Committee is currently working to make sure all degree programs have up-to-date program curriculum crosswalks that link course objectives to program outcomes and syllabi that link course objectives to program objectives as noted in the [February 2018 Assessment Committee minutes](#).

- The Bachelor of Social Work was accredited in 2008 and continues to be maintained through the Standards of the [Council on Social Work Education](#), with objectives, syllabi, and assignments designed specifically for bachelor's degrees. All but one of the program specific course requirements in the Social Work program are 300- and 400-level courses.
- Each of St. Augustine's newer bachelor's degrees was developed in accordance with the standards of the Illinois Board of Higher Education and Higher Learning Commission. They subsequently received approval from these agencies. The bachelor's programs were built as pipeline extensions of associate level programs. Each of the bachelor's level, upper-division courses has higher writing expectations and practica to accompany classroom learning. Advisory boards, the careful development of syllabi by Resident Faculty, Academic Council oversight through Program Reviews, assessments, and Faculty Council—all help to ensure courses are designed with the appropriate level of differentiated learning goals, expectations, and assignments.
- **Faculty Collaboration Opportunities.** The program learning goals for SAC's newly implemented bachelor's degrees were designed to reflect outcomes consistent with baccalaureate-level learning. Now that the programs have been implemented, there is need for discussion and reflection among faculty in the various departments to carefully monitor the rigor of the upper-division coursework and assessment results. Efforts are underway to design an appropriate support infrastructure.

3.A.3 Program Quality and Learning Goals Consistency among Delivery Modes

St. Augustine College has five teaching locations, and it ensures consistent program quality across these locations. The College's instructional mode at this time is traditional face-to-face instruction. The college does not offer dual credit, nor does it have contractual or consortial arrangements. The College is exploring the introduction of hybrid courses for the future. If either dual credit coursework or online learning is introduced in the future, the College will use adequate measure to ensure consistent quality via these modes of instruction. Various operational measures for insuring consistent quality are discussed below.

- Through the use of a Master Course Syllabus for each course, the institution ensures that all resident and adjunct faculty are teaching to the same course content and learning objectives whether faculty teach on the Main campus or at other teaching locations, or when they are utilizing E-Campus to augment the course. [ENG 165](#) exemplifies the Master Course Syllabus. Master Course Syllabi are discussed further in 3A1 and 4A4.
- All curricula are developed by Resident Faculty members and are reviewed and approved by the department/program Resident Faculty. All new programs are vetted by the Academic Council and the President's Cabinet. Although the College has several articulation agreements, it does not contract out the development or delivery of curriculum.
- All adjunct faculty members are overseen by a Resident Faculty Coordinator. The Coordinators ensure that adjunct faculty members, regardless of where they teach, understand the structure and content of the courses to be taught and the importance of following the syllabi. Coordinators participate in observations and in the evaluation of Adjunct Faculty members for continued employment. This process helps ensure consistence in instructional delivery. Coordinators' responsibilities are further discussed in 3C1.
- Currently, all courses meet face-to-face. Some are augmented through the use of E-campus, a Moodle-based learning management system.
- St. Augustine College has a Distance Learning Committee that has been looking into the most effective way to introduce hybrid courses into the curriculum. Currently, the College does not offer hybrid courses, but the Distance Learning Committee is discussing which courses and programs would be the most natural to begin with as hybrids. The Committee members are also checking with Department Chairs to identify which instructors are best situated to learn how to work with hybrid course and begin to implement them, as discussed in the [2-28-2018 Academic Council Meeting](#). The Distance Learning Committee identified [next steps](#) for the implementation of hybrid courses at the College that are currently being through in Academic Council.

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3.B - Core Component 3.B

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.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
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.
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.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
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.

Argument

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

St. Augustine's General Education curriculum and degree programs engage students and faculty culturally as well as intellectually in the acquisition, application, and integration of the knowledge. The General Education curriculum content is integrated throughout all General Education courses with real-life experiences by way of critical analysis of current events, students' own life experiences, and professors' integration of professional experience with theory. Together these various learning modalities facilitate a student's ability to learn from experience, solve problems, and use knowledge to adapt to new situations which are consistent with intellectual inquiry. Additionally, the diverse nature of St. Augustine's student body and faculty and the cultural experiences they bring to the learning milieu provide students even greater opportunity for integration of board learning skills.

The College demonstrates its commitment to intellectual inquiry by providing some General Education courses in English, Spanish, and Bilingual sections to best support the transitional language acquisition of its students, as described in the College's [Mission](#) and discussed in 3A1 and 3A2 above.

3.B.1 Alignment of General Education Program with Mission

As a fully dual-language higher education institution designed to make the American system of Higher Education accessible to a diverse student population with emphasis on those of Hispanic descent, St. Augustine College's mission to "strengthen ethnic identity; to reinforce cultural interaction; and to build a bridge to fill cultural, educational, and socio-economic gaps" is emphasized by the fact that 86 percent of the student population is Hispanic/Latino ([Undergraduate Student Profile Fall 2016](#)). The College's General Education program content and delivery is responsive to the mission and the needs of the student population.

- SAC's general education requirements meet the commonly accepted, traditional practice of distributed curricula. The bachelor's degrees require 36-48 credit hours of general education ([Catalog, pp. 48, 50, 55](#); [Catalog Addendum, pp. 4, 14](#)) while the Associate of Arts (AA) require 44-48 ([Catalog, pp. 57 & 58](#)), and the Associate of Applied Science (AAS) require 12-20 credit hours of general education ([Catalog, pp. 60, 62, 63, 65, 66, 69, 71](#)). Integrated, embedded support services such as Advising (discussed in 3D3), Writing Across the Curriculum (discussed below and in 3D2) and Tutoring (discussed in 3D1) are offered to students as they fulfill the general education requirements.
- St. Augustine College is a participant in the Illinois Articulation Initiative (<https://itransfer.org/>) (IAI), a statewide agreement that allows transfer of the completed Illinois transferable General Education Core Curriculum between participating institutions. Completion of the General Education Core Curriculum at any participating college or university in Illinois assures transferring students that lower division General Education requirements for an associate or baccalaureate degree have been satisfied. St. Augustine College's participation in IAI furthers access for many students to higher education opportunities, as called for by its mission.
- All students who enroll in the College are given an English writing assessment and placed in English courses accordingly, as described in the College [Catalog \(p. 24\)](#). For individuals whose first language is Spanish, the College offers 100- and 200-level courses in Spanish, Bilingual, Dual Language, and English options to ensure students can learn optimally while they continue to improve their English skills. Also discussed in 3B2.
- Since its implementation in Fall 2012, the Writing Across the Curriculum (WAC) initiative has provided students with extra support for developing writing skills to ensure they are at a level sufficient for college success. A WAC Committee continually reviews the progress of students engaged in the program. Ongoing evaluation is continually used to improve WAC outcomes. Additional information can be found on the WAC Initiative in 3D2 and 4B3.

3.B.2 General Education Program's Purposes, Content and Intended Learning Outcomes

Since its inception, the College has discerned the knowledge and intellectual concepts an undergraduate associate level student needs to acquire, particularly students who are bilingual and come from a different cultural orientation. The issue not only includes what to teach, but how best to impart this knowledge to students whose first language may not be English, in particular, Spanish-speaking students. Dr. Bruno Bondavalli, the current interim president, who has been affiliated with the College since its inception, developed [A Rationale for a Bilingual Curriculum at St. Augustine College \(1980\)](#).

- The College's dual language curriculum follows the philosophy of Bishop Augustine of Hippo (St. Augustine). Within this philosophy, Bishop Augustine emphasized the importance of a well-structured, native language in the learning process. According to the College [Catalog \(p. 2\)](#) Bishop Augustine challenged those teachers who preferred to teach students in a second language in which they were weak. In his *Confessions*, Bishop Augustine reported the frustrations of his early years of instruction in a language which he had not mastered. He was frustrated because not only was he unable to learn, but was punished for his inability to grasp the concepts being taught to him.

Following Bishop Augustine's philosophy, 100- and 200-level General Education courses are offered

in Spanish, Bilingual, Dual Language, and English to allow students to learn college level content in their native language (further discussed in 3A1).

- Also stated in the [Catalog \(p. 2\)](#), Bishop Augustine emphasized the importance of bilingual education, saying that Christian scholars must follow Moses' example, who, before freeing his compatriots from Egyptian slavery, learned the language, culture, and wisdom of the Egyptians, and thus became a successful leader. St. Augustine College has the same expectations of its bilingual General Education curriculum. The distribution of requirements includes (English) Communication, Mathematics, Science and Health, Humanities and Fine Arts, and Behavioral and Social Sciences as listed in the [Catalog \(p. 35\)](#). Additionally, the developmental English courses offered at St. Augustine provide the necessary foundation some students need in order to effectively complete the required college level Communication courses. This model flows directly from the College [Mission](#).

3.B.3 Degree Program Objectives Regarding Development of Certain Skills

St. Augustine College's degree program curricula embrace the need for students to build effective information literacy, communication, and inquiry skills along with the ability to adapt to changing environments. Individual coursework as well as integration initiatives are central to building these skills.

- Three of the four [General Education Learning Objectives \(Catalog, p. 35\)](#) directly relate to developing information literacy, communication and inquiry skills. The Assessment Plan for General Education Learning Objectives identifies the specific courses that engage and assess students in these skills. The assessment of General Education Learning Objectives is further discussed in 4B. The following general education courses engage students in collecting, analyzing and communicating information:

[ENG 160](#), [ENG 162](#), [ENG 165](#)

[ECO 101](#), [ECO 102](#)

[HIS 104](#), [HIS 105](#)

[PSC 103](#)

[PSY 101](#), [PSY 202](#), [PSY 210](#)

[SOC 101](#)

- Embedded in the curriculum are assignments and experiences that ask students to apply knowledge gained in the classroom, demonstrating the ability to adapt acquired skills to changing environments:

ENG 162 requires students to complete a [Mini Ethnography/ Profile assignment](#).

Students in many [Early Childhood Education Courses \(Catalog, pp. 86-88\)](#) complete Observation hours.

Social Work students complete service learning projects in [SWK 335](#) and [SWK 355](#).

All Bachelor's Degree Programs (Catalog- [PSY 450, p. 98](#); [HOS 495, p. 91](#); [SWK 450 &](#)

[460, p. 104](#); Catalog Addendum- [MNG 400, p. 10](#); [CIS 460, p. 22](#)), the AAS in Respiratory Therapy (Catalog- [RES 280, RES 290 & RES 300, p. 100](#)) and AAS in Early Childhood Education (Catalog- [ECE 232, p. 88](#)) require students to complete internships or practicums. The Internship details for the BA in Business Administration (MNG 400) and BS in Computer Information Systems (CIS 460) are currently being developed and wording will be added into the 2018-2019 Catalog. The AAS in Culinary Arts offers an externship and internship rotation as an elective (Catalog- [CUL 232, p. 86](#)).

- Within many of the 100- and 200-level courses and most upper-level bachelor courses, students conduct library research in their fields and submit assignments communicating this information. The Bachelor of Social Work and (in the near future, B.A. in Psychology students) collect and analyze primary data and communicate results. The following assignments exemplify the assessment of student mastery of these skills:

[PSC 103 Research Paper](#)

[HIS 104 and HIS 105 Research Paper/Capstone Project](#)

[PSY 101 Final Capstone Research Paper](#)

[SWK 355 Group Research Project](#)

3.B.4 Recognition of Human and Cultural Diversity

St. Augustine College recognizes the human and cultural diversity of the world and embraces and celebrates the various cultures of faculty and students from across the globe. Each person brings his or her own set of cultural norms that influences the world in which they live and work. The College recognizes its uniqueness and responsibility as a bilingual institution and embraces this distinctiveness through particular courses in its General Education curriculum.

- **[SPA 222: The Hispanic-American Experience through Literature](#)**. In addition to the specified student learning objectives, one of the pedagogical objectives of the course (which is offered in both English and Spanish) is oriented toward the recognition and analysis of the cultural diversity that predominates in American society. The pedagogical work of the instructors as well as the selected materials highlight the recognition, appreciation and cultural interaction in the daily life of this country. For these purposes, the class curriculum uses materials that promote learning and appreciation, not only of the history of Hispanic American Literature, but also the general aspects of European and world history. Figures of universal connotation, such as Andrés Bello, Rubén Darío, and Nobel Laureates García Márquez, Octavio Paz, and Gabriela Mistral, among others, are examples to which our students are exposed. Along with this, they also study the literary techniques of great American writers, such as Walt Whitman, John Dos Pasos, Hemingway, Edgar Allan Poe, and the recognized influence they had on Hispanic American Literature. Also, short stories, poems and texts by great authors like José Luis González from Puerto Rico or Rubén Darío from Nicaragua are based on the extraordinary experiences of Latino immigrants in the United States and promote the appreciation and discussion of interactions between different ethnic groups. The required Final Essay of the course consists of recognizing and analyzing the cultural diversity that emerges from the critical reading of the story.
- **[HUM 202: Humanities I](#)**. The course is fundamentally a writing course with great emphasis on Spanish Language Grammar and Spelling. It presents various levels of complexity because, on

the one hand, students are familiarized with the best examples of texts from Hispanic American Literature; and on the other hand, they are refreshed with the Linguistic knowledge that can eventually be transferred to the process of acquiring the English Grammar. In addition, the importance of exposing students to the recognition and acceptance of the cultural diversity that characterizes this Nation is an important component of the course. Instructors select texts from prestigious literary anthologies of Latin America (Seymour Menton and Julio Ortega, among others) that are critically discussed in the classroom, paying special attention to variables related to cultural diversity.

3.B.5. Faculty and Student Scholarship

The focus of scholarship at St. Augustine College is on teaching and learning. Faculty members know their subject matter and how to teach it, using various strategies that ensure all students, regardless of cultural differences, will learn and be successful.

Faculty

Faculty responsibilities at St. Augustine College fall into three main categories: teaching, service to students, and service to the community ([Resident Faculty Manual, p. 15](#)). Service to students beyond the classroom relates to academic advising and, in some cases, tutoring. Service to the community takes many forms, all of which help strengthen ethnic identity, encourage cultural interaction, and bridge cultural, educational, and socioeconomic gaps. Although scholarly publishing is commended, it does not carry quite the priority that service carries. Scholarly research is encouraged, especially as it may relate to student success for Latinos in the American system of higher education and economic world. The [Faculty Scholarship](#) document provides some examples of faculty participating in scholarly activities.

Students

St. Augustine students also contribute to scholarship through discovery of knowledge and application of concepts to the extent appropriate to their programs and the College's mission to strengthen ethnic identity; to reinforce cultural interaction; and to build a bridge to fill cultural, educational, and socioeconomic gaps. Their work primarily revolves around providing resources and support to local communities and is implemented in neighborhoods in which are students reside. The following are a few examples:

- The [A.A.S. in Early Childhood Education \(Catalog, p. 67\)](#) requires hundreds of hours of observation in addition to several class projects that involve community organizations. Over 80% of the students in the ECE program are bilingual and their learning is generally in bilingual environments where they can both learn how to and develop learning plans that can most effectively support the learning of children who are bilingual. The courses this work is embedded in include:

In [ECE 225 Language Acquisition and Language \(Catalog, p. 87\)](#), students explore the developmental process of language learning from birth through eight years old.

In [ECE 228 Child, Family, and Community \(Catalog, p. 88\)](#), students learn about typical and atypical development of young children in the physical, cognitive, language, and socioeconomic domains.

- Students enrolled in [CIS 270 Management Information Systems \(Catalog, p. 83\)](#) complete a

group project that consists of building a website to promote a small business. Upper-level CIS courses expand applications to create real websites and/or work on real-world databases or create and manage a real Local Area Network.

- Students enrolled in [PSY 303 Domestic Violence \(Catalog, p. 96\)](#) class worked with faculty member, Dr. Carmen Arellano, to organize a small conference on domestic violence.
- In [SWK 355 Research and Practice Evaluation \(Catalog, p. 103\)](#), students work with community agencies to help the agency learn more about a challenge they have in service delivery. After meeting with a partner agency, students complete literature reviews based on the questions asked by the social service agency. The questions are developed based on the current needs of the partner agency and presented to members of the organization to help them get solutions to their questions. At these events students present information to partner agency staff in a panel format.

Sources

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- SWK 335 Experiential Learning Assignment
- SWK 355 Group Research Project
- Undergraduate Student Profile -Fall 2016

3.C - Core Component 3.C

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

1. The institution 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.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
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.
5. Instructors are accessible for student inquiry.
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.

Argument

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

Faculty and staff at St. Augustine College are properly credentialed and qualified, evaluated regularly, available to support students, and supported in their efforts to develop professionally. They are sufficient in number. More importantly, the faculty of St. Augustine College is a teaching faculty that enjoys encouraging students to reach their full potential. This topic is also discussed in 4A3.

3.C.1 Sufficient Number and Continuity of Faculty

- **Current Faculty.** In the Spring of 2018, St. Augustine College has 25 Resident Faculty (Full-time faculty), 4 Half-time Faculty, and 160 Adjunct Faculty (Part-time faculty) teaching in 425 sections at one Main campus and four additional sites. Of the Resident Faculty, 68% have been employed at the institution for 10 years or more. Many Adjunct Faculty members also have a long history with the institution, with more than 25% being employed for 10 years or more.
- **Student to Faculty Ratio.** The student-to-faculty ratio at St. Augustine College is 17:1. The instructional model the College currently uses includes a minimum of one resident faculty member and two adjunct faculty members for a cohort of 30 students, and the Administration will reevaluate this plan if cohort grows to as many as 40 students.
- **Resident Faculty Workload.** St. Augustine College uses “semester hours to determine workload; Resident Faculty teach no more than 16 credit hours per semester” ([Resident Faculty Manual, p. 23](#)). Typically, this would represent 4 courses, because the majority of courses at St. Augustine College are 4 semester credit hour courses. The teaching load can be adjusted to accommodate non-teaching assignments.

Faculty workloads are negotiated each academic year with the department chair to determine whether administrative assignments, major projects, committee work, or other service warrants a reduction in teaching load. Final approval of negotiated teaching loads rests with the Vice President for Academic Affairs.

Coordination of adjunct faculty members is an example of an assignment that could result in a reduced course load. This coordination includes acquainting adjunct faculty members with course syllabi, selected textbooks, teaching location classrooms and personnel, and the technology resources available at the adjunct faculty member's assigned teaching location. An assignment like this would typically result in the reduction of one course in the teaching load.

- **Adjunct Faculty Participation.** Adjunct faculty members have an active role in the College. They are included in [Faculty Institutes](#) and the [General Faculty Meetings](#). Ideas that come from these meetings are developed into projects that adjuncts take on. Many programs have adjunct instructors who conduct administrative and/or research activities for Academic Affairs. For example, one adjunct faculty member, who has worked for the College for nearly 20 years, simultaneously works 30 hours per week as the [Academic Support Special Projects Manager](#). In addition, two adjunct faculty members are currently conducting an assessment of the College's 5-year-old WAC Initiative ([WAC Coordinator Job Description](#)). Adjunct faculty can also perform practicum oversight with an adjunct contract for their duties.

As St. Augustine College expands with its bachelor's level programs, the Vice President for Academic Affairs has moved adjuncts into half-time resident faculty roles ([Part-Time Resident Faculty Job Description](#)) taking on administrative and coordination responsibilities in the new bachelor's programs to support the work of the full-time resident faculty in program structures for the B.A. in Psychology, the B.A. in Business Administration, B.S. in Computer Information Systems, and the B.A. in Hospitality Management. This can be observed in the program [Faculty Flow Charts](#) for each program above.

3.C.2 Faculty Qualifications

Academic Affairs, led by the VP for Academic Affairs, ensures that faculty at SAC are appropriately credentialed.

- St. Augustine's [Faculty Credential Policy](#) was approved by the Board of Trustees in Fall 2017 and is consistent with HLC Faculty Guidelines that became effective in Fall 2017.
- The Credentialing Committee, designated by the VP for Academic Affairs, evaluates and determines whether faculty members have the expertise necessary to teach the discipline. Any instructors found to have less than minimal requirements at the time of audits have the opportunity to take the requisite courses necessary for teaching them. The College has developed a [Faculty Credential Expectations Form](#) for all individuals who did not meet credentialing criteria when they were preliminarily evaluated and have the opportunity to come into compliance.
- An audit of Resident Faculty Files was recently conducted by the Credentialing Committee. The results of the audit can be seen in the [2016 SAC Faculty Credential](#) document. The [Resident Faculty File Audit](#) document summarizes the findings.

3.C.3 Faculty Evaluation

Faculty are regularly evaluated using established processes. Faculty evaluation is also discussed in 4A4.

- Resident Faculty complete a [Faculty Responsibilities Form](#) at the beginning of each academic year to create transparency and fairness concerning workload across departments, enhance accountability and objectivity in evaluating performance, serve as a vehicle for faculty to demonstrate value in seeking multi-year contracts and promotion, and provide the structure for faculty to collect and demonstrate both the quality and quantity of their work. The Resident Faculty Responsibilities Form lays out the Resident Faculty member's responsibilities for the year, which are determined jointly by the faculty member and the department chairperson with the approval of the Vice President for Academic Affairs. Through this process, faculty activities are coordinated with institutional policies, needs, and expectations. This document is used as the foundation for the Resident Faculty annual evaluation.
- Resident faculty members are evaluated annually in the Spring of each academic year using the [Faculty Performance Review Form](#) per the [Resident Faculty Manual \(p. 24\)](#). In addition, Resident Faculty members develop a portfolio that begins with a teaching philosophy and self-reflection narrative followed by a list of successes and challenges related to the teaching and administrative responsibilities each faculty member has for the year.
- In every course every semester, students complete an [evaluation of the instructor and the course](#). The results of these evaluations are shared with the individual instructor, course coordinator, department chair, and Vice President for Academic Affairs. Course coordinators and department chairpersons use the evaluations to have conversations with instructors about any concerning issues that come up within the results and are considered during rehiring. This evaluation is further discussed in 4A4.

3.C.4 Faculty Professional Development

Annual faculty development is coordinated and reviewed by Academic Affairs.

- At the beginning of each fall and spring semester, Resident Faculty members are required and Adjunct Faculty members are invited to attend Faculty Institute Days. The Institute is used to both train faculty as well as to communicate information. The [Spring 2018 Faculty Institute](#) agenda exemplifies topics discussed during these events.
- A \$525 stipend per resident faculty member is budgeted for faculty development each year. To take advantage of the stipend, faculty members complete a [Professional Development Request](#) that is reviewed and signed by department chairpersons and the Vice President for Academic Affairs. Professional development expectations are discussed in the [Resident Faculty Manual \(p. 17\)](#).
- Information on professional development is collected using the [Resident Faculty Responsibilities Form](#) which is completed and reviewed annually.
- In addition, faculty members are involved in professional development through their memberships and involvement in [professional organizations](#).
- The [Fall 2017 Student Satisfaction Survey](#) shows 83% of students *Strongly Agree* or *Agree* with the statement: "Overall quality of instruction is good."

3.C.5 Faculty Accessibility

Resident Faculty must have office hours that are posted at their offices and in the syllabi. The postings include email and office phone number, as described in the [Resident Faculty Manual \(p. 13\)](#). Adjunct faculty must be available to meet with students by phone and by appointment. Faculty are also available before and after class, by appointment, via email, and through E-Campus. Per the [Resident Faculty Manual \(p. 14\)](#) Resident Faculty members are expected to respond to all calls, emails and other communication on a timely basis, typically within one business day. In addition to expected activities of adjunct instructors, the College employs adjunct instructors as tutors before and after their own classes to support student learning. This provides regular times when students who need help can get it from their adjunct instructors. [Fall 2017 Course and Instructor Evaluations Averages](#) show students, overall, agreed that their instructors are “*available to explain content I did not understand*” with an average rating of 4.7 out of 5.

3.C.6 Student Support Staff Qualifications, Training and Professional Development

Student support staff members reflect the mission of the College, have often received education from the College, have the proper credentials for their roles, and receive ongoing training for their roles. Staff qualifications and training are further discussed in 5A4.

- For each support staff position, there is a job description and credential/experience requirements in order to hire in that position. As demonstrated in the [Support Staff Credentials File](#), support staff members have the appropriate credentials and experience for the roles they fulfill.
- Ongoing professional development training is provided to all employees of the institution. IWE provides numerous [staff trainings](#) as needs are identified.
- As discussed in the [January 2018 WAC Program Evaluation](#), the Tutoring Committee developed training that tutors have historically been required to complete before working as a tutor at the school; however, the use of the current tutoring training has been discontinued as analysis of the entire WAC process is being evaluated. The evaluation will include preparation needs of tutors and the comprehensiveness of this program to meet those needs. Changes will be made to the initiative for implementation in the 2018-2019 school year.
- The following [Student Satisfaction Survey Fall 2017](#) (N=47) shows the percent of current students who *Strongly Agreed* or *Agreed* with the statements about support staff:

Admissions staff guided me through the admissions process – 93%

Financial Aid staff are helpful and professional - 83%

Advisors clearly explained my options in choosing a major – 83%

Registrar staff are helpful and professional -93%

Bursar’s (billing) office staff explain payment options clearly – 83%

Information Technology staff are helpful and professional – 83%

Sources

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3.D - Core Component 3.D

The institution provides support for student learning and 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 programs 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, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Argument

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

St. Augustine College supports student learning by (1) offering an array of student support services, (2) using placement tests, (3) providing tutoring support at all locations, (4) providing customized academic advising, (5) providing adequate technological and human resources, and (6) training in the usage of those resources.

3.D.1 Student Support Services

St. Augustine College's student support services are designed to suit the needs of the unique student population served by the institution in accordance with its mission.

Educational Support

- [Comprehensive tutoring opportunities](#) are intended to supplement instruction in specific disciplines (English, Mathematics, Chemistry, Accounting, Social Work, and others), as well as those specifically requested by students. [General](#), [English](#), and [Math](#) tutoring schedules are made available to students, and updates are added on a weekly basis. A standard [Student Tutoring Referral](#) is filled out by an instructor or a student when a student begins tutoring. A standard Student Progress Report Form is filled out by the tutors for each student every time he/she attends a tutoring session. This material is collected to determine student needs for the purposes of assessment, WAC, and future planning. Tutoring is further discussed in 5D2. [Exit Survey Results](#) have shown 72% of graduates were *Very Satisfied or Satisfied* with tutoring. Current student satisfaction levels of tutors, from [Student Satisfaction Survey Fall 2017](#) (N=47), shows 70% of students *Agree or Strongly Agree* with the statement "*Tutors are knowledgeable*". (This percentage increases to 97% when *Don't Know* responses are taken out.)
- A few years ago the Academic Advising/Learning Assistance & Learning Disabilities Committee developed policies and procedures for supporting students with special needs. The College has provided for 100% of accommodations throughout the years. Policies can be found

in the [College Catalog \(pp. 107 and 141\)](#). Thirty-seven students currently have requested assistance under the Americans with Disabilities Act and are receiving services. Accommodations are overseen by the VP of Academic and Student Affairs.

Financial Aid Services

- Financial aid services maximize students' accessibility to governmental grants and private funds, including those generously provided by the institution. General financial aid guidelines can be found in the [College Catalog \(p. 28\)](#). More detailed information is provided in the [Consumer Facts and Financial Aid Handbook](#). To ensure that students understand the complex and intimidating process of financial aid, all financial aid counselors are fully bilingual in English and Spanish. Additionally, at the beginning of each semester all students who use financial aid speak individually with a financial aid counselor to ensure the student's understanding.

In 2016-2017 a total of \$5,524,173.00 in Institutional Aid was awarded to students. The number of awards was 2,150 with an average amount per recipient of \$2,570.00.

A significant number of students receive different types of aid, as shown in the [Financial Aid Awards](#) document:

Pell Grant: 70%

MAP Award: 45%

Institutional Aid: 75%

Private Grants: .3%

Financial Services

- Recognizing that the majority of SAC students are first generation college students and that financing college is a complicated process, starting Fall, 2017, all new students received financial counseling using the [Financial Advising Form](#) as a guide. Financial Counseling is provided by institutional staff, many of whom report to the VP for Workforce Development. This service is further discussed in 2A.
- Payment arrangements that customize students' obligations by taking into consideration their payment capacity are described in in the [Catalog \(p. 27\)](#).

Other Student Services

- Advising is a key student support service provided by SAC. Academic Advising services are discussed in detail in 3D3.
- Professional [Childcare Services](#) are offered to meet the needs of working parents. As discussed in 5A3, childcare allows students to bring family members with them to school, taking away a barrier to higher education potentially faced by many of the students who attend SAC. Childcare information can be found in the [College Catalog \(p. 107\)](#). According to [Fall 2017 Student Satisfaction Survey](#), of the students who responded to the survey and utilize the Childcare services (N=9), 90% agreed with the statement: "*Childcare services are high quality.*" In 2015-2016 and 2016-2017, the children served in the childcare program numbered

243 and 215 respectively.

- The Career and Transfer Center assists students in the process of transferring to a four-year institution, career counseling, career exploration, and the implementation of strategic job searching and skills development required to succeed in a global workplace. The Center provides these services while students are enrolled and after they have completed their studies. Additional information regarding Career and Transfer Center support services can be found in the [Catalog \(p. 106\)](#), and 4A6.

3.D.2 Learning Support and Preparatory Instruction

Flowing from the College's mission "...to make the American system of higher education accessible," St. Augustine College supports student learning with well-planned developmental sequences and directs incoming students to courses for which they are adequately prepared.

Process for ensuring students are adequately prepared

- All new students are required to take placement tests in English and Mathematics as described in the [Catalog \(p. 24\)](#).
- The College lists prerequisites for sequential courses in the course descriptions. The Prerequisite Policy is stated in the [Catalog \(p. 24\)](#). Resident Faculty, with the Vice President for Academic Affairs, oversees and reviews course sequences as discussed in 4A4.
- The [A.A.S. in Respiratory Therapy \(p. 71\)](#), [B.A. in Psychology \(p.46\)](#), and [Bachelor of Social Work \(p. 54\)](#) have minimum GPA requirements for applicants ensuring program readiness.

Preparatory Instruction

- The College has carefully crafted Developmental English Courses to support student learning as described in the [College Catalog \(p. 73\)](#). Developmental English, for students who must learn English as a second language, is a three-semester program offered at all locations. Although enrollment in pre-composition courses fluctuates each semester, over the last four years there seems to be an overall downward trend in the percentage of students enrolled in these courses (2014/2015: 23%, 2015/2016: 18%, 2016/2017: 16%, 2017/2018 [partial data]: 14%). Anecdotally, this may be due to the increased ratio of SAC students who are high school graduates in the U.S.
- The College offers [MAT 101 Elementary Mathematics and MAT 112 Intermediate Algebra \(Catalog, p. 92\)](#) as preparatory math instruction. Both of these courses utilize the ALEKS learning system (discussed in 4B2). The following is the total enrollment in MAT 101 and MAT 112 in recent academic years:

2014-2015: 591

2015-2016: 518

2016-2017: 494

2017-2018 (partial data): 429

Although this looks like a decrease in enrollment, it is fairly proportional to overall

enrollment in the College for these years.

- Spanish language, Bilingual, and English language classes are clearly designated in the [Schedule of Courses](#) so students are taking courses appropriate to their language level. Spanish language options are discussed in detail in 3A1.

Learning Support

- St. Augustine College began the implementation of Writing Across the Curriculum (WAC) in the Fall of 2012. This model engages students in a variety of essential writing and functional computer literacy activities across disciplines in 100- and 200-level courses with the intended outcome of reinforcing effective writing and computer literacy skills in any professional environment at the time of graduation. A [Writing Across the Curriculum \(WAC\) Handbook](#) describes the expectations of faculty and students in the execution of the program. Assessment of WAC is discussed in 4B3.
- Tutoring in some subjects is, in fact, supplemental instruction beginning in week 2 of the term. For other subjects, tutoring sessions are based on student requests. Tutoring is further discussed in 3A1, 3A2, and 3D1.
- Seeing the need to provide additional remedial support and to encourage student persistence in the areas of English and Math, free noncredit courses were developed and piloted Summer, 2017 ([ENG 099](#) is provided as an example). The purpose of the 099 course (originally 199) was to:
 1. Provide remedial support to weak students, additional support to those students who didn't want to interrupt learning process over the summer break and wanted to improve their English.
 2. Respond to Persistence/Retention issues.
 3. Attract new students from the area with the free English course, hoping they would thereafter choose to be officially admitted to the college.

3.D.3 Academic Advising

St. Augustine College begins extensive academic advising of students before they register for classes and continues throughout their educational experience until they graduate and/or transfer. Individual and bilingual academic advising begins with the students' first enrollment at St. Augustine and guides them through their coursework and into their careers, with emphasis on empowerment and removing barriers. Students are matched with individual bilingual academic advisors who provide them with clear academic expectations and guide them to the courses required for their program of choice.

- Advisors are available at all sites during extended hours, including Saturdays:

The Main, South and West locations each have two Academic Advisors

The Southeast location has one staff person who fulfills both the Academic Advisor and Admissions Counselor roles.

The Aurora location has one staff person who fulfills both the Academic Advisor and Site Director roles.

- The average number of students per advisor is 160 students for Main, South and West locations, 110 students for the Aurora location, and 90 students for the Southeast location.

- Advising services are defined in the [Catalog \(p. 106\)](#).
- Details of advising processes, position description, and office hours are described in the [Academic Advisors Policies and Procedures Handbook \(pp.14, 8, and 11](#) respectively).
- Academic Advisors play an important role in retention, persistence and completion. Early attendance tracking and early grade notices are two recent initiatives implemented to help prevent attrition. Both are further discussed in 4C3.

3.D.4 Infrastructure and Resources for Effective Teaching and Learning

The institution has upgraded its technological structure in recent years as described in the 2018 [Library Report for HLC](#) and further discussed in 4A4 and 5A1. All St. Augustine College locations now have Information Commons/Library facilities, computer labs for students, and wireless Internet access as found in the [HLC Multi-Location Visit Report](#). St. Augustine College has also developed electronic Information Commons/Library resources that can be accessed remotely. The College maintains adequate technological support during all classroom hours. St. Augustine College's infrastructural, technological, and information systems include:

- **Email, Electronic Storage, and Web Applications.** All students, faculty and staff have St. Augustine College email accounts. Students and faculty have email accounts from Microsoft Live@edu. Through this program, students and faculty have access to their email, a storage drive, and office web applications from any location both on- and off-campus
- **E-Campus.** This learning management system is available to all faculty and provides students with online access to course content through a secured log-in. (Discussed in detail in 3A3)
- **Smart Carts.** All classrooms have the capacity for smart resources to enhance learning, including laptop computers and projection equipment on mobile carts.
- **Information Commons/Library Online Resources.** Online Access to extensive databases, texts, and journals in both English and Spanish is available through the St. Augustine College Information Commons website (www.staugustine.edu, click on Library).
- **Computer Lab Access.** Computer lab use is available to students at all St. Augustine College sites. Students can access online resources at any site in the computer lab or by logging-on using their own personal devices
- **Regularly Updated Technology.** The College continually updates and enhances its Internet access, computer labs, equipment, and networking capabilities at all locations
- **Science and Clinical Laboratories.** The College offers a variety of laboratory and clinical courses to fulfill Life Sciences and Physical Sciences requirements, as well as requirements in the A.A.S. in Respiratory Therapy (all listed in the SAC Laboratories document). Through the use of two surveys (<http://www.coarc.com/uploaded/files/Student-Program%20Resource%20Survey%20-%20Entry%20rev%203.17.doc> and <http://www.coarc.com/uploaded/files/Personnel-Program%20Resource%20Survey%20-%20Entry%20rev%203.17.doc>), it has been concluded that the science and clinical laboratories are sufficient.
- **Performance Rooms.** These are used mainly for student activities and a poetry corner

- **Internships.** This resource expands the learning process beyond the institution's facilities to potential places of employment and the community as a whole. Descriptions of internship programs can be found in the Catalog for [Social Work \(p. 54\)](#); [Early Childhood Education \(p.88\)](#); [Psychology \(p. 47\)](#); [Hospitality Management \(p.91\)](#); and [Respiratory Therapy \(pp. 99-100\)](#). An infrastructure for ensuring the quality of these experiences is in place for each program as evidenced in [BSW Field Manual](#), [BAP Student Handbook](#), [ECE Practicum Handbook](#), and [Respiratory Therapy Internship Manual](#) and [Clinical Instructor Affiliate Evaluation Plan](#).

3.D.5 Guidance for Effective Use of Research and Information Sources

The College prepares students for academic pursuits with instruction on how to conduct academic research and produce documentation beginning in Composition I (ENG 160). The focus on research and academic honesty continue in Composition II (ENG 162) and Speech (ENG 165). This initial preparation is enhanced through program course assignments that prepare students for further academic research and information resources in their major fields. The Information Commons/Library resources support this continued learning. Students who need additional support in developing these skills can gain assistance from Technology/Library Assistants available at all sites, as well as through tutoring. Student guidance on information resource use is also discussed in 2E2.

Guidance in Courses

- English 160, English 162, and English 165 are described in the College Catalog ([p. 89](#)) and their respective syllabi.
- Program research courses, such as [PSY 310 Tests and Measurement \(p. 96\)](#), [355 Research and Methods in Psychology \(p. 97\)](#), and [SWK 355 Research and Practice Evaluation \(p. 103\)](#) give further guidance on the use of research as described in the College Catalog.

Additional Guidance

- Research supports are provided through the Information Commons/Library where books, e-books, journals, and easily accessible academic databases support the College curriculum for student and faculty research (further discussed in 4A4). The Information Commons/Library provides access to information and student support services common to all public universities and private colleges in Illinois. The College has extensive reference and subject databases via EBSCO and First Search. As a member of CARLI, the College has access to actively participate in sharing books and other resources with the other 144 Illinois colleges and universities that are governing members of CARLI. St. Augustine College's students and faculty benefit from having borrowing privileges at all the libraries in their own neighborhoods, both public libraries and college/university libraries.
- Trained [Library/Technology Assistants](#) help students in accessing needed information while providing the students with knowledge needed to engage in the research process themselves (further discussed in 4A4).
- The [Quick Guide to IC Library Resources](#) for Students and Faculty is provided online and instructs students in how to access and use library resources.
- The Career and Transfer Center provides workshops on how to write a research paper, using citations and avoiding plagiarism, as is described in [CTC Student Workshops Memo](#).

Sources

- 1990 20170419 Multi Location Visit - Reviewer Analysis
- 4A4- Library IT Tech Assistant Job Description
- BAP Student Handbook-Revised 8-2017
- BSW Field Manual_2017-2019
- Childcare Services
- Comprehensive Tutoring Services
- Consumer Facts and Financial Aid. correction 2-7-2018
- CTC Workshops Memo
- ECE Practicum Handbook Revisions August 14_2017
- ENG 099 Syllabus Summer 2018 Final
- ENGLISH TUTORING SCHEDULE S 18
- Exit Survey Summary of Results 2017_10_10
- Financial Advising Form
- Financial Aid Awards
- GENERAL TUTORING SCHEDULE SP 18
- Library Report for HLC 2018_Final
- MATH Tutor SCHEDULE spring 18
- Navigating The College Environment
- Quick Guide on Library Website 8.4.16
- Respiratory Internship Manual 5th
- RT Clinical_Instructor_Affiliate_Evaluation_Plan
- SAC Laboratories
- Spring 2018 Course Schedule
- St Augustine Academic Advising Handbook-2017 Revision
- St Augustine Academic Advising Handbook-2017 Revision (page number 8)
- St Augustine Academic Advising Handbook-2017 Revision (page number 11)
- St Augustine Academic Advising Handbook-2017 Revision (page number 14)
- St-Augustine_Catalog-2017-18
- St-Augustine_Catalog-2017-18 (page number 34)
- St-Augustine_Catalog-2017-18 (page number 37)
- St-Augustine_Catalog-2017-18 (page number 38)
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- St-Augustine_Catalog-2017-18 (page number 109)
- St-Augustine_Catalog-2017-18 (page number 113)
- St-Augustine_Catalog-2017-18 (page number 116)
- St-Augustine_Catalog-2017-18 (page number 117)
- St-Augustine_Catalog-2017-18 (page number 151)

- Student Satisfaction Survey Fall 2017
- Tutoring Referral
- WAC Handbook

3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

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

Argument

3.E. The institution fulfills the claims it makes for an enriched educational environment

St. Augustine College works diligently to provide both cultural and educational experiences to its mainly Hispanic, nontraditional, commuter student body. Because many SAC students find it difficult to dedicate time to activities outside of class, the College provides a limited number of co-curricular activities as well as embeds experiential learning within courses.

3.E.1 Co-curricular Programs

The students who attend SAC have many personal responsibilities outside of college, and it is not possible for them to participate in many extra activities. The majority of external experiences students have are required within credit-bearing courses. However, St. Augustine College does provide some on-going co-curricular activities to support students' learning experiences. These directly tie to the mission of the College.

Bridging Educational Gaps

- The [New Student Orientation](#) is offered to all new students before the beginning of the Fall and Spring semesters (described in more detail in 2B, 2E2, 4B3, and 5D2).
- The Early Childhood Education Department offers [Bilingual Education Workshops](#) every June in coordination with the organization, Multilingual Chicago. These workshops are given free of charge to the students and are open to the community at no charge. Teachers and students who attend the workshops can earn Continuing Professional Development Units that are recognized by the Illinois State Board of Education.
- Sponsored by the Bachelor of Arts in Psychology program, an annual [Domestic Violence Conference](#) is offered in October during Domestic Violence Awareness Month.

Strengthen Ethnic Identity, Reinforce Cultural Interaction and Bridge Cultural Gaps

- It has been a tradition at St. Augustine to organize and conduct the yearly [Tertulia Literaria](#) (Poetry Gathering) for the College Community, St. Augustine neighbors, and the literary community of Chicago. The College invites poets, writers, actors, and musicians to perform in Charlie Chaplin Hall, on the Main campus. The organizer and promoter of the event is St. Augustine's long-time faculty, writer, and artist Alejandro Ferrer. The event brings together the

students, faculty, Hispanic and non-Hispanic artistic circles of Chicago, strengthening the community, building partnerships, and promoting arts, which altogether serves the best educational purposes.

- The College participates in the [Chicago Latino Film Festival](#) and is one of the venues where films are shown to the students as well as the surrounding community. St. Augustine College's students are invited to see these films at no cost.
- As discussed in the [2018 Library Report \(p. 2\)](#), the Library, with the help of the Marketing Department, set up a special collection of Art that was donated to the College for exhibit by a collector of local Latino artists to be housed in the library indefinitely. This exhibit is being used for the art appreciation classes in which students research the various artists. There are several works by Marcos Raya, a well-known artist with a permanent installation in the Museum of Contemporary Art Chicago.

Bridging Socioeconomic Gaps

- St. Augustine College students have helped to raise funds for scholarships by volunteering for [El Puente Awards Gala](#), an annual fund raising event for the College. Culinary students volunteer their services at this event and gain valuable field experience.

3.E.2 Contributions of Mission-Aligned Curricular and Co-Curricular Programming to Students'

Learning Experiences

SAC's mission statement clearly states the educational and cultural scope of the institution's commitment. The goals and objectives further define the means by which each of the four mission components are to be achieved. The following exemplify the College's contributions to its student's educational experience (examples of how the College achieves its goals are also included in 5A3).

To make the American system of higher education accessible to a diverse student population with emphasis on those of Hispanic descent

- St. Augustine provides access to higher education to students with low English ability. When alumni were asked in the [Fall 2017 Alumni Survey](#) (N= 36) to *rate your English ability when you started at St. Augustine*, 25% of respondents perceived their *reading* to be *low*; 25% of respondents perceived their *writing* to be *low or very low*; 31% of respondents perceived their *speaking* to be *low or very low*. The story of [Henry S. Mendez](#) illustrates this claim: "My goal is to get a Bachelor's degree in Psychology, and I chose St. Augustine College because I was always fascinated by my Uncle Max's history of studying and working at SAC. Now that I am here, I love the staff who are very friendly and make me feel at home, especially since I do not speak English, only Spanish for now."
- According to Alumni, the College is also a bridge for students to continue their education after graduating. Results from the [Fall 2017 Alumni Survey](#) show 59% of respondents stated they were *prepared* and 32.35% of respondents stated they were *very prepared to enroll in a higher level program at St. Augustine or at another college/university* (N= 34).

To strengthen ethnic identity

- Strengthening ethnic identity was the main driver for the development of SPA 222: The

Hispanic-American Experience through Literature ([Catalog, p. 101](#)). This course is one of the required Humanities courses at St. Augustine. The [Fall 2017 Instructor Course Evaluation](#) results showed that overall, students appreciated the class, giving a mean rating of 3.61 out of 4 to the statement, “*I believe I will use what I have learned in this class.*”

To reinforce cultural interaction

- When students complete internships, field placements and practicums, students are exposed to diverse cultural experiences. These cultural differences can include, but are not limited to, Ability, Age, Gender, Racial/Ethnic, Sexual Orientation, and Socio-Economic Status. Several of the College’s programs, including the B.A. in Psychology, Bachelor of Social Work, A.A.S. in Early Childhood Education, and A.A.S. in Respiratory Therapy include internships, field placements, observation hours, and practica, all of which provide engagement in cultural interaction.
- The recent trips to [Haiti](#) and [Cuba](#) (discussed above in this section) were also experiences that reinforced cultural interaction.

To build a bridge to fill cultural, educational, and socio-economic gaps

- Overall, alumni believe St. Augustine builds a bridge to fill cultural gaps; 94% of respondents from the [Fall 2017 Alumni Survey](#) (N= 35) *agreed* or *strongly agreed* with the statement, “*SAC built a linguistic and cultural bridge for me and my community.*”
- Students and Alumni believe St. Augustine fills socio-economic gaps. When Alumni were asked in the [Fall 2017 Alumni Survey](#) if their *degree from St. Augustine improved [their] future career opportunities*, 88% of respondents said, “Yes.” Under additional comments, one alumni wrote “Thanks to St. Augustine I got [the] opportunity to work in a field I am most passionate about.” Additionally, when alumni are asked to *rate [their] level of satisfaction with [their] current employment status*, 74% responded with *satisfied* or *very satisfied* (N= 34). The story of [Ruby Zepeda](#) further illustrates this claim: “I have come to SAC because I want to improve myself, I want to be more than what I am right now, better than working in a warehouse and not having the satisfaction of achieving a dream that has not gone away: to become a nurse,” she revealed. “I’m tired of being tied to a schedule that enslaves me; I live frustrated because the activity I do every day does not fulfill me.”

Sources

- Alumni Survey Fall 2017
- Bilingual Education Workshop agenda
- Chicago Latino Film Festival
- Course Instructor Evaluation Overall Average Fall 2017- English
- Cuba 2017
- DV Conference Flyer
- El Puente
- Haiti 2017
- Henry S. Mendez
- Library Report for HLC 2018_Final
- Library Report for HLC 2018_Final (page number 2)
- NSO Flyer_Spanish and English_Fall2017
- Ruby Zepeda

- St-Augustine_Catalog-2017-18
- St-Augustine_Catalog-2017-18 (page number 111)
- SWK 335 Experiential Learning Assignment
- Tertulia

3.S - Criterion 3 - Summary

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

Summary

St. Augustine College is first and foremost a teaching institution serving, primarily, the Latino community. It focuses the energy of its faculty and the power of its resources on providing high-quality education to all of its students, meeting them at the appropriate level of their entrance to higher education and giving them the tools to overcome the many obstacles, such as language and finances, that have frustrated so many who wanted to pursue a better life through education.

The College uses both internal and external review processes to continuously monitor the effectiveness of its education. In so doing, it ensures that learning outcomes of its programs serve both the student and the community at large. It maintains a qualified faculty whose knowledge, experience, and commitment to their students provide a learning environment that is culturally sensitive, yet practical in knowledge acquisition and application.

Three projects have high priority at this time in the academic life of St. Augustine College. First, the Assessment Committee is calling for having all degree programs to maintain up-to-date Curriculum Crosswalks to ensure that assignments lead to appropriate course learning objectives and that course learning objectives lead to approved program outcomes.

Second, the newly implemented bachelor's degree programs require an improved and expanded monitoring system to ensure the rigor of the upper-division coursework is maintained.

Third, the College has a committee investigating the possibility of being to pilot hybrid courses that will make appropriate use of online learning technology.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
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 assure 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 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.
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 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).

Argument

4.A. The institution demonstrates responsibility for the quality of its educational programs.

St. Augustine has an established plan for assessing its educational programs and the services that support them. A flow chart of the tools used and which committee will review the data collected from each of them, illustrates the plan. This plan was incorporated into a [5-Year Assessment Timeline](#) to ensure the plan is implemented as scheduled. The timeline document is a work in progress, which currently includes information on when each tool will be implemented, who will oversee data collection of each tool, and with whom the data will be shared. In the future, the document will also include what the data from each tool will be used to assess. The timeline was developed in response to the college's effort to keep track of the schedules of each assessment tool, its use, and data sharing. To ensure that the plan is implemented as intended, the timeline document will be monitored by the VP for Academic Affairs and Director of Institutional Research with the support of the Assessment Committee and Retention Task Force.

4.1.A Program Review Process

The College has an established plan for completing regular program reviews on a two-year cycle. Additionally, the College's programs are regularly reviewed externally by state governing agencies and accrediting bodies.

Internal Program Reviews (also discussed in 3A1)

- The established [Program Review Process](#) for all degree programs, including general education, includes examining data on market demand, salary ranges, and Bureau of Labor and Statistics forecasts. The Program Review Process includes a timeline through Fall, 2023 that identifies which programs will be reviewed each year.
- The plan for program reviews also entails analyzing the quality of student learning outcomes (through course assessment reports), the quality of general education outcomes (through general education assessment reports), and student satisfaction (from data collected through course evaluations and satisfaction surveys). The [Business Administration Program Review](#) and [Computer Information Systems Program Review](#) are examples of a recently completed self-assessments.
- One result of regular program reviews is providing the College's Academic Council with a means to consider policies, procedures, and structures with respect to Academic Affairs. For example, during the Fall, 2017 Program Reviews, presented to the Academic Council on [November 9, 2017](#), a discussion about the possible reorganization of Academic Affairs was identified as a future need in the context of the new Bachelor's programs. The Academic Council plans to review this issue in the near future. Additionally, it was suggested that seeking to identify common needs across program degrees should be part of the review process.

External Program Reviews

External reviews are conducted for all new programs by state governing agencies with regard to SAC programs that receive programmatic accreditations and for students studying in the Culinary Arts program.

- Illinois Board of Higher Education approval process

All new degree programs must be reviewed and authorized by the Illinois Board of Higher Education (IBHE) prior to implementation – ([IBHE Hosp + PSY 2015](#); [IBHE CIS + BUS March 2016](#))

- Higher Learning Commission Approval for New Programs

All new programs at the Bachelor's Degree level must be approved by the Higher Learning Commission (HLC) as a substantive change. Since 2013, the [Change Visit Action Letter 12-15-15](#) and the [Change Visit Action Letter 12-15-17](#) show that HLC has approved new Bachelor's degree programs in Hospitality Management, Psychology, Business Administration, and Computer Information Systems.

- Accreditation by the Commission on Accreditation for the Council on Social Work Education

The Social Work Program was reviewed, and, during its [October, 2012 meeting, the Commission on Accreditation \(COA\)](#) voted to reaffirm the program's accreditation through 2020. The COA requested a progress report related to faculty size and the program's

assessment plan. A progress report was submitted, and, during its [November, 2014 meeting, the COA](#) voted to accept the report. As part of this review process, the social work faculty restructured the department so that one faculty member, the assessment coordinator, will oversee assessment for the department. The program is currently preparing its 2020 self-study.

- Accreditation by Commission on Accreditation for Respiratory Care

The Respiratory Therapy program was recently reviewed and at its [November 2017 meeting, the Commission on Accreditation for Respiratory Care \(CoARC\)](#) voted to confer continuing accreditation through 2027. As part of CoARC requirements, the Respiratory Therapy Program must submit [annual reports](#) assessing multiple indicators of student success, including CRT and RRT credentialing, attrition, and retention, as well as positive placement, overall employer satisfaction, overall graduate satisfaction, and on-time graduation rates.

- Illinois State Board of Education and NCATE Standards.

St. Augustine submitted an application for approval to the Illinois State Board of Education's State Educator Preparation and Licensure Board (SEPLB) in order to offer the Bachelor of Arts (B.A.) degree in Early Childhood Education with Bilingual Education and ESL endorsements. A [status report on the B.A. in ECE](#) provides an update on this process.

- Food Service Sanitation Manager's Certification for all Culinary Students

Culinary Arts students must be certified as City of Chicago/State of Illinois/National Restaurant Association Food Service Sanitation Managers as a graduation requirement. The National Restaurant Association/Educational Foundation standards (usually referenced as ServSafe) are the basis for 23.5 hours of instruction. Students must then demonstrate accomplishment by passing the Certification Examination with a score of at least 75%. The passing rate for St. Augustine students has been consistently above 80%, including community members who may enroll in this open course.

- Once externally approved new degree programs have been implemented, they become part of the internal program review process.
- For degree programs that hold specialized/programmatic accreditation, the specialized accreditation review is considered by SAC as fulfilling its internal program review process.

4.A.2 Evaluation of Transferred and Transcribed Credit

St. Augustine College has clearly articulated policies for the transfer of student credits from other institutions to St. Augustine College, as well as the application of those credits for the calculation of a student's GPA in order to meet SAC's graduation the requirements.

- Transfer policies are facilitated by the Illinois Articulation Initiative (IAI), a statewide agreement that allows transfer of the completed Illinois transferable General Education Core Curriculum between participating institutions. IAI courses are designated in the College Catalog, and IAI approved courses may be transferred with equivalent credit even when not offered by the college. For example, an IAI anthropology course from another institution will fulfill a social/behavioral science requirement at St. Augustine, even though the College does not offer courses in anthropology ([Catalog, p. 34](#)).

- St. Augustine College requires that transfer student applicants request transcripts from all attended institutions. Official transcripts can be brought in by the student or sent directly from previously attended institutions to the Office of Academic Services and Operations. The Office of Academic Services and Operations evaluates transcripts to identify successfully-completed course work from accredited institutions ([Catalog, p. 15](#)).
- At the academic department chairperson's discretion, certain General Education courses can be allowed as equivalent courses, without the IAI designation, based on congruency, content, and a student grade of C or higher. Appropriate faculty may further review transcripts for specialized programs and provide recommendations for acceptance of transfer credit to the Vice President for Academic Services and Operations. For example, social work courses will be reviewed by social work faculty to determine transferability based on CSWE accreditation requirements. The decision of the Vice President for Academic Services and Operations, after consultation with the Vice President for Academic Affairs and appropriate faculty, is final.
- For courses accepted as satisfying degree requirements, the transfer hours are counted toward graduation, but they are not counted in the calculation of the institution's GPA ([Catalog, p. 15](#)).
- The Academic Residency Requirements are 30 credit hours for a bachelor's degree and 15 credit hours for an associate's degrees ([Catalog, p. 36](#)).
- The percentage of new students to the institution who are transfers has ranged from 22% to 26% since 2014-2015. The [Transfer Data Chart](#) shows the average number of credit hours transferred has ranged from 22 to 46 credit hours.
- The College does not award credit for previous life experience or experiential learning. However, in the spirit of the College's mission, students who need elective credits and who are bilingual are informed and encouraged by Academic Advisors to take advantage of the College Level Examination Program (CLEP) offered by local community colleges. The *foreign language examination... give[s] students the opportunity to receive credit for knowledge previously acquired* (<http://www.ccc.edu/services/Pages/CLEP-Exam.aspx>). The maximum number of credit hours granted for a single subject through CLEP is 12 semester hours. At St. Augustine College, the maximum allowable credit through CLEP tests for an associate degree is 15 credit hours; for a bachelor's degree, the maximum is 20 credit hours.

4.A.3 Quality of Credit Accepted in Transfer

All credit transfer policies and procedures at St. Augustine ensure the quality of the credit it accepts in transfer, as well as the consistency of accepted credit. The following policies guide the Office of Academic Services and Operations in the process of determining the credits it accepts in transfer.

- Only courses from accredited institutions are accepted in transfer ([Catalog, p. 15](#)).
- Only courses with a grade of 'C' or higher are considered transferrable ([Catalog, p.15](#)).
- For transcripts from non-US institutions, St. Augustine College uses the recommendations offered by the Educational Credential Evaluators, Inc., Evaluation Service, Inc., or International Academic Credential Evaluators, Inc.—each of which is accredited by the National Association of Credential evaluation Services (<http://www.naces.org/members.html>).
- In order to be eligible for graduation, a transfer student must meet the minimum academic

residency requirements of the college ([Catalog, p. 15](#)). The maximum number of transfer credit hours accepted is based upon the minimum residency requirement of 30 credits for a bachelor's degree and 15 credits for an associate degree. Consequently, a student may transfer in as many credits as he/she can apply to meet St. Augustine's General Education and program requirements, so long as the student completes the minimum number of required credits at St. Augustine College ([Catalog, p. 36](#)).

Illinois Articulation Agreement (IAI) Policies and Procedures

- Completion of Core Curriculum at any IAI participating college or university in Illinois, including St. Augustine College. With the individual courses approved by the IBHE for all participating institutions, and with IAI courses in the St. Augustine College Catalog so designated, students are assured to have satisfied the lower division General Education requirements for an associate or baccalaureate degree ([Catalog, p. 34](#)).

The St. Augustine College Registrar's Office maintains all student records, including those regarding transfer courses.

4.A.4 Oversight of Curriculum

Faculty, along with the Vice President for Academic Affairs, maintain and exercise authority over the prerequisites for courses, rigor of courses, and expectations for student learning through the Academic Departments, Academic Council, Assessment Committee, and Faculty Council.

Prerequisites of Courses

- As noted in 3A2 the General Education requirements for St. Augustine College meet the commonly accepted, traditional practice of distributed curricula.
- The Resident Faculty, Department chairs, and the Vice President for Academic Affairs are responsible for determining course prerequisites. The Academic Council (made up of academic department chairpersons, the Faculty Council President, a faculty representative, and led by the Vice President for Academic Affairs) assumes responsibility for ensuring the coherence of curriculum. Each academic department must consult with other academic departments when considering changes in process, sequence, or content. These changes are then presented to the Academic Council, which, in turn, submits recommendations to the President's Cabinet when appropriate ([Resident Faculty Manual, p. 6](#)).

To exemplify this process, in Spring 2018 the Chair of the Business Program plans to make a recommendation to Academic Council to make ENG 160 a prerequisite or co-requisite for BUS 110 and 120. This is a result of the [BUS 110 course assessment which was completed for the 2016-2017 year](#).

The process of reviewing prerequisites across departments has also helped assure that students are taking courses they are prepared to take. Curriculum sequence changes have been made to better support students in their development both with respect to General Education requirements and specific disciplines.

Rigor of Courses

The Resident Faculty maintains and exercises authority over the rigor of each course taught at the College. The Resident Faculty members are responsible for the development of the curriculum and

establish the rigor of the courses from their educational and content expertise. Faculty members have final responsibility to select texts and materials appropriate for their courses ([Resident Faculty Manual, p.11](#)).

Three initiatives that ensure rigorous learning standards across sections:

- Student Instructor and Course Evaluations. In 2008-10, an all-faculty Retention Committee was convened by the President. The Committee completely revised, tested, and implemented the [Student Instructor and Course Evaluation](#), based on the Principles of Best Practice from the National Survey of Student Engagement (<http://nsse.indiana.edu>). In the 10th and 11th week of each semester, the Evaluation is distributed to every student in every course. The results of the course evaluations are shared with the Vice President for Academic Affairs, Academic Department Chairs, Course Coordinators, and with individual instructors. The [Course Evaluations MEMO](#), given to all instructors, describes the process for collecting the evaluations, including the requirement that instructors leave the classroom while students complete these forms. The results are used by Department Chairs and Course Coordinators to initiate conversations with individual instructors regarding areas for improvement and are considered when re-hiring adjunct instructors. The following [Instructor and Course Evaluation example](#) highlights this process:

The results of one particular instructor included a complaint that the instructor was not allowing students to speak in Spanish even during a break. The course coordinator scheduled a meeting with the instructor to discuss the evaluation. During the conversation, it became clear that this was a situation of miscommunication. The instructor (who was new that semester) thought that she was not supposed to allow students to speak Spanish because, in the beginning of the semester, she had been told to expect that many students would need to practice English. This allowed for a rich conversation between the course coordinator and instructor. The instructor changed her approach to language the following semester.

- [Master Syllabus Template](#). In 2008, the College adopted a Master Syllabus Template that is used for every course (also discussed in 3A and 3A3). Resident Faculty Course Coordinators and Department Chairs are responsible for the adoption/adaptation/approval of each Master Course Syllabus, all of which are updated by the departments each semester.

Master Course Syllabi support consistency for the same course across multiple sections and different instructors. Class-by-class discussions are held within the departments and assignments are altered and improved based on course assessments.

- Faculty Observations. The [Classroom Observation Form](#) serves as a guide for assessing new faculty in the classroom. This instrument guides the observer (a Resident Faculty Coordinator, Department Chair, or the Vice President for Academic Affairs) to assess instructor behaviors in the areas of Teacher Engagement with Students, Knowledge of Subject Matter and Institution, as well as SAC Requirements, Organization of Class, and Teacher Preparation. The observer includes areas of strength and suggestions for teaching and class improvement.

The instrument is intended to assist in the improvement of instruction. It is also used as one measure to determine if an adjunct faculty member will be offered a continuing contract.

Expectations for Student Learning

The Faculty maintains and exercises authority over the expectations for student learning through each

Academic Department, Academic Council, Assessment Committee, and Faculty Council. All degree programs state their specific objectives in the College Catalog. Every syllabus lists course objectives. Program objectives and course objectives are linked by a Program Crosswalk, as discussed in 3A2. The [Crosswalk for the Bachelor of Social Work program](#) exemplifies this process.

The following examples document faculty decision-making related to expectations for student learning:

- The [Computer Information Systems Program Review](#) (completed by the Department Chairperson) identifies several changes being implemented in the CIS programs to improve performance and attract new students. These changes include:
 1. Program administration has developed a structure for an internship experience and is in the process of developing relationships with local technology companies to offer students the opportunity to practice what they have learned in the classroom and experience as IT work environment.
 2. The Department plans to change program's syllabi expectations during the 2018-2019 academic year so that, at the onset of the 2019-2020 school year, all program syllabi will match the CompTIA A+, Network+, and Security+ expectations. Courses will, then, reflect certification exam content, better preparing these students for this content.
- Following a course review, the Resident Faculty of the Science Department did not think the existing course objectives for Biology, Chemistry, and Physical Science accurately reflect the learning expectations for the respective courses. This resulted in weak assessment of these courses. In the Fall, 2017, semester, the Science Department worked to develop new course objectives for these courses that its members believe are more measurable. The Chair of the Science Department brought the proposed [new course learning objectives](#) to the [November 15, 2017 Academic Council meeting](#), and they were approved. The new objectives were incorporated into the Spring 2018 syllabi, as evidenced by the [PHY 103 Earth Science Master Syllabus](#).
- During a [BSW retreat in August, 2017](#), the Social Work Faculty reviewed a [Curriculum Crosswalk](#), linking Course Content and Assignments to Program Objectives. Faculty identified gaps in curriculum content and created new assignments based on this review.

Access to Learning Resources

The College, through oversight by the VP for Academic Affairs, maintains and exercises authority over student learning resources. The College Library Director, who holds an MLS in Library Science from Dominican University, in collaboration with the Vice President for Academic Affairs, is responsible for the learning resources associated with the institution's Information Commons/Library, related electronic databases, and access to the library's resources 24 hours a day, seven days a week through the College's Website. The following highlights access to learning resources:

- The information Commons/Library provides students with tools to access and use relevant published and unpublished information necessary to complete course assignments, as well as skills for lifelong learning.
- Currently, there are over 200,000 electronic books in the Library catalog which are available to faculty and students online with unlimited user numbers through a simple library login.

- The main Library at the Argyle Campus maintains a collection of approximately 10,000 current books and multimedia instructional resources which support the College's courses. Students can request that these books be sent through interoffice mail to any of the four other sites.
- Additionally, the Library is a governing member of CARLI (Consortium of Academic and Research Libraries in Illinois) and is able to share resources, via Inter-library loan, with all Illinois member colleges. The St. Augustine Library is also a member of OCLC giving the College borrowing privileges from most of the libraries throughout the United States ([Library Report 2018, p. 1](#)).

Accomplishments in Learning Resources Since 2013

- All five teaching locations have space dedicated as the Information Commons/Library. Each of these spaces includes new signage, desktop computers, study tables, and shelving with a small reference collection (as documented by the 2017 [HLC Multi-Location Site Visit Report](#)).
- Technology/Library Assistants are cross-trained by the Library Director and the Technology Department in both the use of technology and in how to access electronic library databases and other online resources in order to assist students in their academic research. The Assistants are available at all five locations during all hours the Library is open (and hours before, during, and after classes). The training budget for the future will be increased to enable the Technology /Library Assistants to conduct training workshops at least once per year ([Library Report 2018, p. 2](#)).
- Research Companion, a database containing over 80 short videos related to information literacy and research skills, has been added as a library resource ([Library Report 2018, p. 1](#)).
- New specialized databases were added to its collection in the areas of Psychology and Early Childhood Education.
- In the past two years, the Library has introduced a number of Library-sponsored workshops for students, including "How to Use Library Resources," "Basic Word and Email Instruction," "Use of PowerPoint and Publisher," "Resume Writing," "APA style," "Using Citations," and "How to Avoid Plagiarism."
- The Information Commons/Library Committee, chaired by the Library Director, has been working with the Faculty to update syllabi based on the Information Literacy expectations that have changed with recent national and Illinois education initiatives.
- Recently finished is a new [Information Commons/Library 5-year Action Plan](#) has recently been updated through 2023. The new Action Plan includes continuing development and implementation of Information Literacy in the General Education curriculum, continuing updates of technology in the library as new and appropriate methods are identified, and the hiring of two full-time Information Literacy Teaching Librarians.

The current resources and procedures of the Information Commons Library ensures that all students at SAC have equitable and comprehensive access to Library learning resources. This is collaborated by the [Exit Survey Results](#) that show a large majority of graduates (74%) rated their satisfaction of library services as *Very Satisfied or Satisfied*.

Faculty Qualifications for All its Programs

The College maintains and exercises authority over faculty qualifications. Faculty members must possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach, with a few exceptions when equivalent experience was established (faculty credentials are also discussed in 3C2). The Vice President for Academic Affairs, upon the recommendation of a department, has responsibility for all faculty hiring, subject to the final approval of the President. Prospective faculty qualifications are reviewed at the time of hiring and verified with supporting documentation, including official transcripts. This documentation is maintained in personnel files in the Office of Human Resources and the Office of Academic Affairs.

The following describes a recent faculty review of qualifications and findings (also discussed in 3C3):

- The Vice President for Academic Affairs recently completed a full [review of faculty qualifications](#) based on the new HLC Assumed Practices effective September 1, 2017.
- A [Faculty Credential Expectations Form](#) was developed and given to any faculty member who did not hold the required credentials. This form asked the individual faculty member to commit to taking 18 credit hours in the discipline within which he or she is teaching (along with a plan to complete the courses).
- All Resident Faculty had the appropriate credentials for the area they are teaching, except for one. The individual faculty member was asked by the Vice President for Academic Affairs (with the approval of the Department Chair) to take 18 graduate credit hours in the discipline in which he was teaching. The instructor refused this request and no longer works at the College.

In addition to the review of faculty qualifications based on HLC assumed practices, the College regularly reviews the quality of resident faculty. This is achieved by:

- Assessment of Resident Faculty. Upon return to work in August of a new academic year, Resident Faculty members develop current year responsibilities with department chairpersons using the [Faculty Responsibilities Form](#). The chairperson then presents the completed form to the Vice President for Academic Affairs for approval. At the end of each academic year, every faculty member is expected to complete a self-evaluation (narrative) based on his or her progress toward goals identified in the Faculty Responsibility Form. Information in the Faculty Responsibilities Form and the Faculty member's self-assessment is used in the development of the annual assessment (using the [Faculty Performance Review Form](#)) completed at the end of each academic year by the department chairperson ([Resident Faculty Manual 2017-2018, p. 15](#)).
- Resident Faculty members submit a portfolio for evaluation when his or her contract is due for renewal, as well as for rank promotion consideration.
- Over the last two years, all new instructors have been observed within the first semester of teaching, using the [Classroom Observation Form](#). In addition, all adjunct faculty have been observed at least once in the last two years or when a concern arises.

These processes and tools allow for consistent assessment and communication between Resident Faculty members, Department Chairpersons, and the Vice President for Academic Affairs on issues of Faculty responsibility and performance and ensure the quality of instructors. If concerns about an individual Faculty member are identified by the Chair of a department, the faculty member may be put on probationary status. Probation and Dismissal procedures are found in the [Resident Faculty Manual, pp. 25-26](#).

Dual Credit Programs

The St. Augustine College does not offer dual credit programs at this time.

4.A.5 Maintenance of Specialized Accreditation

As described above in 4A1, two SAC programs hold programmatic accreditation. The Council on Social Work Education (CSWE) is the accrediting body for the Bachelor of Social Work Program and Commission on Accreditation for Respiratory Care (CoARC) accredits the AAS in Respiratory Therapy Program. Each accrediting body requires programs to complete and submit self-studies for review. This is described in more detail in 4A1, under “External Program Reviews”. The accreditation of each of these programs demonstrates a focus on educational quality.

- [**The Council on Social Work Education**](#) - Accreditation ensures that St. Augustine College students in the Social Work program are receiving a high standard of education at the bachelor level. The BSW Program was initially accredited in 2008. As discussed in 4A1, the program was reaccredited until October 2020.
- [**Commission on Accreditation for Respiratory Care \(CoARC\)**](#) - The Respiratory Therapy Program at St. Augustine College prepares students to take the registry examination prepared by the National Board for Respiratory Care to become a Registered Respiratory Therapist (R.R.T). As discussed in 4A1, the program was recently re-accredited through 2027.

4.A.6 Outcomes Data on Graduate Success

Indicators of graduates’ success include licensure exam rates, field instructor evaluations, changes in earning potential, successful transfer to pursue a higher degree, and overall graduates’ satisfaction.

Licensure Exam Rates

- The Respiratory Therapy program submits “Positive Placement” data to CoARC annually. Positive Placement is the % of students who get a job in the respiratory therapy field. As the [Respiratory Therapy Annual Report](#) illustrates, the aggregated % of students who had positive placement between 2014 and 2016 is 82.1%.

Field Instructor Evaluations

- Students in the Social Work Program complete a 420-hour internship in local social service organizations. The field instructors complete midterm and final evaluations of the students. The feedback provided by these evaluations informs the program of the preparedness of students to enter the field of social work. The SWEAP tool, used by many social work programs, assesses students in 9 areas which are directly connected to the program learning objectives and CSWE accreditation requirements. The [2016-2017 Aggregated SWEAP results](#) shows that 93% of students were rated as competent by their field instructors.

Employment After Graduation

The College views employment and economic mobility as indicators of student success.

- As documented by a 2017 New York Times Article, *Economic Diversity and Student Outcomes at Saint Augustine College Chicago IL*, over 90% of St. Augustine College students come from the bottom 60% of income. This percentage has been consistent since the college opened in

1980. In fact, when compared to other Illinois colleges, St. Augustine College ranked #4 for the share of students who are from families who made about \$20,000 or less per year (the median parent income of students at SAC is \$24,500). However, St. Augustine College is proud of the economic mobility change that occurs for students who attend the College. According to the *New York Times* article, St. Augustine College ranked #1 in Illinois according to the *Times* Overall Mobility Index, which indicates the likelihood that a graduate of Saint Augustine College could expect to move up two or more income quintiles.
(<https://www.nytimes.com/interactive/projects/college-mobility/saint-augustine-college>)

Transfer Rates

- The [Career and Transfer Center Data](#) shows the number of students seeking information about transferring to a 4-year institution since 2013. Students who transfer to a 4-year institution to pursue a higher degree are recognized as having successfully completed their educational experiences at St. Augustine College. According to the Career and Transfer Center, the institutions students were most interested in were: National Louis University, Robert Morris University, Dominican University, the University of Illinois at Chicago, and Northeastern University.
- The College has been making progress toward working with the National Student Clearinghouse (http://www.studentclearinghouse.org/about/what_we_do.php), whose mission is *to serve the education community by facilitating the exchange and understanding of student enrollment, performance and related information*. Recently, programming changes have been made to Jenzabar (the College's student information system) to facilitate the transmission of student information to the Clearinghouse. At the end of March 2018, Jenzabar will be updated, and the College will start with the initial data load to the Clearinghouse with the Spring 2017-18 data. Full implementation is planned for the Fall 2018-19 student data. Training will be provided to Academic Advisors and Registrar's Office staff regarding the tracking of student major changes in the Jenzabar system. The goal of this project is to better enable students to follow the most efficient and least expensive path to their program completion and to enable the institution to follow their success after graduation.

Advanced Degrees

- Although the BSW program does not have firm data, anecdotally about 30% of social work graduates continue in master programs. Schools that social work students have transferred to include Dominican University, University of Illinois at Chicago, Loyola University, and the Chicago School of Professional Psychology.

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- St-Augustine_Catalog-2017-18 (page number 46)
- Transfer Data Chart

4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
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.

Argument

4.B. The institution demonstrates a commitment to educational achievement and improvement through the ongoing assessment of student learning

SAC's commitment to educational achievement and improvement is exemplified by the strong assessment structure found within Academic Affairs and the institution as a whole.

4.B.1 Assessment of Learning Goals

As discussed in 3A2, the College has established Student Learning Objectives for each course, Program Outcomes for each degree program, and General Education Learning Outcomes. The [Assessment Flow Chart](#) illustrates the College's continuous assessment and improvement of institutional effectiveness.

Student Learning Objectives

Every course lists course-specific learning objectives in its syllabus. The following describes the process for assessing student learning objectives.

- Every semester each department assesses a minimum of 2 courses (and 2 sections of each course when available). Student success is compared against the stated learning outcomes.
- [Form A](#), the Assessment Plan for the current semester, is submitted to the Assessment Committee by departments at the beginning of each term.
- In the following semester, departments submit a write-up ([Form B](#)) of the evaluation results.
- Departments submit an annual assessment write-up ([Form C](#)) to the Assessment Committee. Form C combines the assessments results with recommendations and modifications.

Degree Program Outcomes

- Each degree program has established program outcomes stated in the College Catalog. These outcomes are linked to course assignments in the Program Outcome and Course Requirement

Crosswalks as exemplified by the [AAS in CIS Program Outcome and Course Requirement Crosswalk](#). Additionally, the Assessment Committee is currently working on linking all program outcomes to the student learning objectives of each course through a Program Outcome and Course Objective Crosswalk (discussed further in 3A2 with examples). This will ensure that each course a student takes (in their discipline) directly supports at least one of the program outcomes and that all program outcomes are addressed within the required courses of the program.

- Programs are reviewed within two-year cycle, and findings are presented to the Academic Council.
- During the [program review process](#) (described in detail in 4A1), department chairpersons review program outcomes, revise assignments to better demonstrate outcomes, identify orphaned or empty requirements, and re-write course objectives to align with program outcomes if necessary.

General Education Learning Outcomes

- As mentioned in Criterion 3, St. Augustine College established the following integrated General Education Outcomes that appear on each syllabus:

By using appropriate methodologies, students **demonstrate** the ability to read, listen, and communicate with understanding and critical discernment.

Students learn to **evaluate** ideas and outcomes, solve problems, and make informed decisions based upon consideration of evidence, implications, and the use of reason.

Students learn to **access** information efficiently and effectively; **evaluate** it critically and competently; and **use** it accurately and creatively.

Students develop **recognition** of and respect for diversity through cultural interactions in and outside of the classroom.

- As illustrated in the [Assessment Plan- General Education Learning Objectives](#), each of these outcomes are linked to general education courses that are used to demonstrate the obtainment of the outcome through course embedded assignments or pre and post-tests.

4.B.2 Assessment of Curricular and Co-Curricular Learning Outcomes

Student Learning Outcomes

The following exemplifies the assessment of Student Learning Outcomes described in 4B1:

- The [SWK 305 Course Assessment Fall 2015](#) is an example of Form B, showing the assessment of Student Learning Objectives for SWK 305.
- [Form C BSW 4-1-2016](#) shows all courses assessed for the previous calendar year with recommendations and modifications. Many of the recommendations relate to improving the assessment tool. This has been a process taken on by the new Assessment Coordinator of the Social Work Department to improve the quality of data collected for each course.
- St. Augustine uses ALEKS (a Web-based, artificial intelligence assessment and learning

system: https://www.aleks.com/about_aleks) for MAT 101 and 112 courses. The ALEKS system assesses student learning, periodically rechecks to make sure learning is retained, and tracks the time spent in the ALEKS system. The [MAT 101 Fall 2016](#) and [MAT 101 Spring 2017](#) exemplify the assessment of these math courses.

Program Outcomes

The following exemplifies program review results as described in 4A and 4B1:

- The [Computer Information Systems Program Review](#) lists that program outcomes for the associate's and bachelor's degrees and identifies what tools are used to assess each.
- During the Academic Council [Program Review meeting #1 on 11-8-2017](#), issues with the assessment structure of the A.A.S. in Computer Information Systems were identified. The department was using two different tools to compare learning at the half-way point and end of the semester. A discussion was had distinguishing assessing for knowledge of content and evaluating for learning acquired from the course. As a result of the discussion, the department faculty will be reviewing how courses are to be assessed in future semesters.
- The [BSW Program Outcome and Course Requirement Crosswalk](#) (discussed in 4A4) links weekly course content and assignments to program outcomes. This process allows for the assessment of content across the program; providing the ability to identify areas of weakness and strength.
- The Social Work Program posts the results of its Outcome Assessment each year on the College's website, as required by the Council on Social Work Education ([BSW Assessment of Student Outcomes 2015-2016](#)).
- In addition to course embedded assessment tools, the Respiratory Therapy Program also tracks licensing exam passing rates, as well as other indicators of program success ([Respiratory Annual Report 2017](#)).

General Education Outcomes

- As stated in the [Assessment Plan- General Education Learning Objectives](#) document, course embedded assignments in ENG 160 and 162 are used to assess Objective 1 and Objective 2. Student learning is assessed by instructors using a uniform rubric. The [General Education Assessment Summary 12-18-2017](#) summarizes the completed assessment of The General Education Objectives 1 and 2.
- The assessment of General Education Learning Objectives (specifically Objectives 3 and 4) has been identified as an area for improvement. Although there are specific course-embedded assignments identified within most of the general education courses, there are a few courses for which this has not been done yet. There is currently ongoing effort to identify or develop these assignments for implementation next semester. Additionally, continued work on linking the assignment rubrics to the learning objectives, as well as identifying benchmarks will assist the College in assessing the attainment of the Learning Objectives. The current work, completed by various members of the Assessment Committee, is illustrated in the [Assessment Plan- General Education Learning Objectives](#) document. Lastly, it is worth mentioning that although the plan for assessing the General Education Objectives has been developed, the Assessment Committee recognizes the significant amount of work required to effectively employ the plan and is

currently discussing how it can be realistically implemented and sustained.

Outcomes of Co-curricular Programs Described in 3E

Currently, many of the co-curricular programs described in 3E are not assessed. This was identified as an opportunity for improvement and initial discussions on assessing the annual events have occurred. However, there is one co-curricular program that does regularly assess student satisfaction:

- New Student Orientation is offered before the beginning of the Fall and Spring semesters to all students entering the College. An [NSO survey](#) is collected at the end of the day measuring student's overall satisfaction, assessing what was most valuable, identifying what was most helpful, and inquiring how the orientation could be improved. The [Fall 2015](#) and [Spring 2016 NSO Survey Results](#) exemplify analysis of the survey.

4.B.3 Use of Assessment Information to Improve Student Learning

Student Learning Outcomes

- In Spring, 2016, a [SWK 345](#) course assessment was completed. The results of the assessment showed minimal to no knowledge increases when comparing the results of pre- and post-tests. The Social Work Resident Faculty analyzed the questions with which students continued to struggle at the end of the course and noticed that many of these questions involved basic vocabulary. Faculty decided that incorporating a [vocabulary quiz](#) into the master syllabus would help re-enforce the importance of course vocabulary for both students and instructors.
- During the [Fall 2017 Annual Assessment Meeting](#), there was agreement that each department needed to intentionally set aside time to review assessment recommendations at the beginning of each Fall Semester. Because Form C is submitted in the Spring Semester, some recommendations were being overlooked when faculty returned from summer break and were busy getting ready for the new Fall Term. It was decided that time would be set aside during the August Faculty Institute for departments to review Form C from the previous year, thereby further encouraging implementation of recommendations based on assessment findings. Time was set aside during the [Spring 2018 Faculty Institute](#) for Departments to review the recommendations made upon the previous year's Form C and to identify plans for implementation.

Program Outcomes

- While completing the [Computer Information Systems Program Review](#), faculty noticed that curriculum content did not fully align with Computing Technology Industry Association (CompTIA) expectations. In order to develop the BS with strong foundations, it was developed using ABET (an accrediting body for Computer Science, Applied Science, and Engineering Technology programs) curriculum requirements. However, recent review of the CompTIA expectations, resulted in knowledge of differences in syllabi expectations of CIS 130, CIS 216, CIS 217 and CIS 228. The department plans to change the College's syllabi expectations during the 2018-2019 academic year so that at the onset of the 2019-2020 school year all syllabi will match the CompTIA A+, Network +, and Security+ so that the courses reflect certification exam content, better preparing these students for this content. These changes will also make the program eligible to for funds from the Workforce Innovation and Opportunities Act (WIOA).

General Education Objectives: Writing Across the Curriculum Initiative

A high percentage of students at St. Augustine College start in developmental English (and Math) courses as the result of low placement scores. When discussing how all academic courses can support continued student growth in this area, the English faculty expressed a need for students to continue practicing writing after completing English courses. Several years ago Writing Across the Curriculum (WAC) was identified as a strategy (discussed in detail in 3D2). The continued need for WAC was reinforced by the [General Education Assessment Summary of 12-18-2017 \(p. 3\)](#), which indicated that students continue to struggle with spelling, grammar, and punctuation at the end of ENG 160 and 162. Additionally, In Spring, 2017, the College piloted a new initiative, offering free noncredit remedial English and Math courses.

- A new layer of assessment was started when faculty completed a [WAC assessment](#) during Fall, 2016 of the school's largest program, Early Childhood Education. The WAC Committee oversees the effectiveness of WAC implementation throughout the College and conducted the assessment. The assessment examined 12 courses with 55 sections and 484 students. Class participation was 87 percent, and 73.4 percent of students enrolled in the courses participated. Data obtained showed places where implementation within the Early Childhood Education program was not consistent and offered redirection. Now that five years of WAC participation has ensued, the College has decided to take a closer look at those aspects of WAC that work best and what might be modified to improve the program across the entire institution. The findings from this assessment were shared at the Spring 2017 Faculty Institute and submitted as part of the [Progress Report for Helen Brach Foundation](#), which partially funds the WAC initiative.

Responding to the need for additional remedial support in the areas of mathematics and English, the College developed and piloted MAT 099 and ENG 099, free noncredit courses, during the summer 2017 semester (further discussed in 3D2).

Co-Curricular Programs

- As described above, all new students who participate in the New Student Orientation are asked to complete a satisfaction survey. A common concern expressed was the length of the orientation. Because of this, the Retention Task Force reviewed the structure of the day and took steps to decrease the length of the day. Comparison of the [Fall 2015](#) and [Fall 2017 agendas](#) demonstrates how the day was shortened. Additionally, based on attendance data, the Task Force noticed that a significant number of students would attend the first half of the orientation but leave after lunch. In order to make sure that students were receiving information from the entire day, the structure of the orientation was changed so that the afternoon session would be provided during lunch. This change was incorporated in the [Fall, 2017 agenda](#), and it seemed to resolve the issue of students leaving early.

4.B.4 Good Practice in Assessment of Student Learning

Faculty members are responsible for analysis of data and appropriate action regarding assessment of student learning and program completion. Department Chairpersons (and in some cases Assessment Coordinators) oversee the collection and analysis of student learning data.

- Both Resident and Adjunct Faculty are involved in ongoing course assessment. Resident Faculty are responsible for the annual program/department assessment reports.
- The data on student learning from the semester (Form B) and yearly program/department reports (Form C) are compiled and reviewed by the Assessment Committee which identifies

institutional recommendations for enhancing student learning outcomes. In the future, an annual report compiling findings from the Assessment Committee will be shared with the Academic Council and the Cabinet (as illustrated in the [Using Assessment Flow Chart](#)). This process is further discussed in 5C2.

- As discussed in 4B3 Faculty recognized that often the recommendations for improvements identified in Form C are not implemented the following fall. To correct this, Faculty decided that during both the Fall and Spring Faculty Institutes there would be time dedicated for each department to review their recommendations and create a plan for implementation. In the [Spring 2018 Faculty Institute](#) departments reviewed their previously completed Form C and tracked progress using the [Faculty Institute Department Assessment Reviews](#) Document as evidenced by the [Languages, Literature and Humanities Departmental Assessment Review](#).
- Lastly, Faculty are actively involved in institutional committees and academic affairs committees that assess student learning as illustrated in the [Committee Structure](#) Document (discussed in 2C4). These committees review all data related to their charge and make recommendations regarding policy, procedural, or practice changes that the College could make to enhance student learning outcomes.

Institutional Involvement in Indirect Measures of Student Learning

The College utilizes several indirect measures of student learning to aid in assessment. The Director of Institutional Research oversees the development and analysis of the following evaluations:

- Student Course and Instructor Evaluations for every course, each semester
- Student Satisfaction Survey,
- Graduating Student (Exit) Survey,
- Alumni Survey,
- Resident Faculty Satisfaction Survey,
- Adjunct Faculty Satisfaction Survey,
- Staff Climate Survey.

Sources

- 4B1- Fall Annual Assessment Committee Mtg 10-18-2017
- AAS in CIS Program Outcome and Course Requirement Crosswalk
- Assess of Learning_Form A
- Assess of Learning_Form B
- Assess of Learning_FormC
- Assessment Flow Chart_11-22-2017
- Assessment Plan-General Education Learning Objectives_2-15-2018
- BSW 5-year assessment plan_Fall2014_updated 10-22-2015
- BSW Assessment of Student Outcomes_2015-2016_corrected
- BSW Program Outcomes and Course Requirement Crosswalk_1-30-2018
- CIS Program Review Updated 3-5-18 Final
- Committee Structure
- Faculty Institute Agenda Jan 2018
- Faculty Institute Department Assessment Reviews_Spring 2018
- Form C BSW_4-1-2016_update 9-2-2016
- General Education Assessment Summary_12-18-2017

- General Education Assessment Summary_12-18-2017 (page number 3)
- Languages Literature and Humanities Department Assessment Review_Faculty Institute
- MAT 101 Fall 2016 Assessment
- MAT 101 Spring 2017 Assessment
- NSO Agenda of Day_2015 englishonly
- NSO Agenda of Day_Fall 2017
- NSO Survey Results_Fall2015
- NSO Survey-English and Spanish_Fall2017
- NSOSurvey Results_Spring2016
- Program Review Meeting_1_11-8-2017
- Program Review Process_3-12-2018
- Progress Report for Helen Brach Foundation_WAC
- Respiratory_annual_report_200587_09_11_2017
- SWK 345_Vocabulary Quiz_10-19-2017
- SWK305_course assessment_fall2015
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- Using Assessment Flow Chart 3-18-2018
- WAC Assessment Fall 2016

4.C - Core Component 4.C

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

Argument

4.C. The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates within both its degree and certificate programs.

St Augustine College dedicates time and resources to the improvement of retention, student persistence, and graduation completion rates. The College tracks retention, persistence, and completion rates and uses this data to implement new processes, procedures, and initiatives. Additionally, the College has participated in the HLC Persistence and Completion Academy since 2015 as a further focus on improving persistence and completion rates.

4.C.1 Goals for Student Retention, Persistence and Completion (RPC)

Persistence Goals

The persistence rates have ranged from 89% to 95% since 2013/2014. The College seeks to return to the persistence rate in 2014/2015 of 95%.

Retention Goals

The College's fall-to-fall retention goal is 60%. The historic series has fluctuated from 55 to 57% during the last five years (as shown in 4C2). For an open admissions institution, a higher fall-to-fall retention is desirable, but not realistic.

Completion Goals

The [Strategic Plan \(p. 13\)](#) included *Goal X: Realize an enrollment of no less than 2,500 students with a sustained commitment to bilingual culture and diversity*. Two objectives were listed underneath this goal: 1. *Retention rates will improve yearly in the next 5 years*, and 2. *New students will increase by*

10% a year. In 2013 when the Strategic Plan was developed, it was hoped that the College could create a significant difference in retention. This objective was motivated by a desire to increase enrollment in the College by decreasing attrition rates. Although decreasing attrition has been difficult, the College has seen an improvement in the graduation rate. When compared to similar institutions, the College's graduation rate is comparable, if not better.

- According to the IPEDS Website, St. Augustine College has a higher graduation rate than most comparable institutions in Illinois:

Truman College: 20%

College of DuPage: 23%;

Northeastern Illinois University: 24%

National Louis University: 30%

St. Augustine College: 39%

Northern Illinois University: 46%

- The National Center for Education Statistics (NCES) provides another graduation comparison.

The [NCES Graduation Rates for 4-year Institutions \(p. 1\)](#) graph compares average graduation rates by acceptance rate of the institution. St. Augustine's graduation rate is higher than the average graduation rate for an open admissions institution (32%).

- Initiatives the College has instituted since 2013 in an attempt to improve RPC rates include revamping the New Student Orientation (the process for updating this event is described in 2C4 and 5D2), Early Attendance Tracking (described in 4C3) and Early Grade Notices (described in 4C3).

4.C.2 RPC-Related Information Collection and Analysis

The College tracks and analyzes within-semester persistence, fall-to-fall retention, and completion rates. The management of this data is overseen by the VP for Technology, Research and Systems. In addition, the VP for Enrollment Management initiated a tracking of students through the enrollment process in order to identify where students get "stuck" within the process. The College identifies the tracking of major changes as an area for growth and is working to improve this process.

RPC Collection

- The [St. Augustine RPC rates](#) shows the College's within-semester persistence rates, fall-to-fall retention, and completion rates for academic years 1314-1617.
- Every semester some students begin the enrollment process, but do not complete by becoming fully registered. The VP for Enrollment Management has begun a study of this problem in an attempt to identify (and then remove if possible) any barriers that appear to be causing prospective students to change their minds. This may lead to improving the road to access for some students.
- As discussed in detail in 4A6, tracking students when they change majors was identified as an

area for improvement. There is a plan for improving the internal processes of Academic Advising and the Registrar's Office related to changing majors.

Analyzing RPC information

The College looks for variables affecting persistence and completion that it may be able to influence. However, many of the reasons students give for not returning are related to personal barriers that the College cannot realistically address.

- The College attempts to contact every student who does not return during the first semester when continued enrollment was not sustained. In the past, this was completed by Academic Advisors. However, to avoid unintended bias, the Marketing and Communications Department has agreed to complete this role starting in Spring of 2018.
- The [Fall 2017 Attrition Report](#) divides reasons for students not returning into the following categories: Academic, Advising, Childcare, Economic, Financial Aid, Personal, School Climate, and Other. If non-responses and graduates are taken out, the category with the most responses is *Personal*, with *Job Schedule Conflict* and *Family Problems* being the other most common responses. The second highest category was *Financial Aid*, with *Unspecified Financial Aid Problems* as the most common response. The third highest category, *Academic*, included *Needs to Resolve Incomplete Grades* and *Transferred to Another College* as the most common responses.

4.C.3 Use of RPC Information to Make Informed Decisions

The following practices exemplify how the institution has made improvements based on student retention, persistence, and completion data:

- When advisors interview students who decided to not return, low attendance was given as a major cause of attrition. Additionally, as illustrated by the graphs in the [Grade by Attendance](#) document, student attendance the first three weeks of class seems to be directly linked to success in the class. Because of this, a new monitoring process has been implemented and takes place daily for the first three weeks of each semester, as this is a critical period when students make the decision to attend or drop out of a course (or the college). Attendance is collected by faculty, submitted in designed locations at each site, processed, and shown on the Advisor's report, with the goal of calling every student who missed class within 24 hours.
- Another major reason for attrition given by students is poor academic performance. In order to address poor academic performance, an early warning system was developed. In this new initiative, the [Week 4 Attendance Sheet](#) was modified to include a performance column. Instructors are asked to enter U (unsatisfactory) or S (satisfactory) for all students, and to provide a performance notice to the advisor to further explain any U ratings. This is the first step toward the ideal goal of having an electronic reporting system within which instructors can enter an individualized performance mark plus a short explanation. However, electronic reporting is not feasible at the present time. Advisors currently must contact students with "U" evaluations in order to trigger corrective action and report back to instructors via the performance notice originated by the instructor.
- Financial struggles are another major reason for attrition. In addition to the overall financial struggles faced by students from low-income households, knowledge of how to finance a higher education (and financing options) is often needed by first generation college students. As

described in 2A, starting Fall, 2017, all new students are counseled about financing their educations using the [Financial Advising Form](#).

- Since missing the deadline for financial aid (and, therefore, not having financial aid) is a major cause of attrition, the College conducts a massive campaign for current students to apply in time for financial aid. An [Email about FAFSA 10-31-2017](#) demonstrates the process.

4.C.4 Good Practice in Data Collection and Analysis on Student Retention, Persistence, and Completion

St. Augustine College uses the following definitions in tracking student enrollment, retention, persistence, and completion.

- **New Student.** A new student is a person who has not attended St. Augustine College at any time in the past.
- **Continuing Student.** A continuing student is a person who was enrolled in one term and, upon completing that term, enrolls in the next term without interruption.
- **Returning Student.** A returning student is a person who was enrolled in a past term, stopped out for one or more terms, and then returned to the College for further enrollment.
- **Student Withdrawal.** A student who on his or her own initiative formally withdraws from all coursework at the College for a given term is recognized as a Student Withdrawal.
- **Administrative Withdrawal.** A student may experience Administrative Withdrawal for several reasons. For example, a student who enrolls in a term, but does not make payment arrangements with the Bursar's Office may be Administratively Withdrawn. A student who enrolls for a given term and is cleared by the Bursar's Office, but who does not attend classes even once within the published Add/Drop Period, will be Administratively Withdrawn and will receive a refund of all monies paid for that term.
- **Completion.** A student completes a program of study by successfully passing all required courses for that program and by completing the total number of credit hours required for that program. For successful completion, a student must finish with a cumulative GPA of 2.0 or higher on a 4-point scale, or, if the specific program has a higher GPA requirement, the completer must achieve the academic requirements for that program.

All studies of enrollment, retention, student persistence, and completion follow these definitions in the development of reports and analyses of the student body. They provide a basis for the consistent and valid depiction of trends and achievements within the student body of St. Augustine College.

Sources

- EmailaboutFAFSA_10-31-2017
- FA17 Attrition Report
- Financial Advising Form
- Grade by Attendance 1516-1718
- NCES Graduation Rate Data
- NCES Graduation Rate Data (page number 1)

- St. Augustine RPC rates
- Strategic Plan 2013-18
- Strategic Plan 2013-18 (page number 13)
- Week 4 Attendance Sheet

4.S - Criterion 4 - Summary

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

Summary

As a teaching institution, St. Augustine College has taken many steps to ensure the quality of its instruction. It uses Master Course Syllabi to ensure that a course taught in several sections or at different locations will have the required content, assignments, and assessment strategies. Regular evaluations of both Resident Faculty and Adjunct Faculty ensure that classroom performance is effective.

The faculty members realize that assessment of student learning is not always easy. Several projects for the improvement of assessment methods are in progress. The faculty member in the Computer Information Systems programs are reevaluating their mid-term and final assessments to make sure they align with industry standards.

Faculty members in the General Education disciplines are reexamining learning objectives to make them more measurable in order to better understand student progress.

Academic Advisors are working under the leadership of the Vice President for Enrollment Management and with the Vice President for Technology, Research & Systems to develop a better system for tracking students who change majors to be better able to guide them into a new degree plan.

All of these initiatives will strengthen the College's instructional programs.

Sources

There are no sources.

5 - 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.

5.A - Core Component 5.A

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

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.
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.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Argument

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

St. Augustine College is a tuition-driven institution focused on efforts to sustain fiscal stability and human capital, as well as physical and technological infrastructures to support its mission, improve the quality of its educational programs, and effectively respond to future challenges and opportunities. Strategic initiatives provide a framework to support continuous quality improvement processes, programs, and fiscal viability; given this contextual setting, care must be taken to align initiatives and budgets. Our current financial status requires careful attention to the maximal use of limited resources.

5.A.1 Analysis of Resources

Various aspects of fiscal and human resources are challenging to the College at this time. On the other hand, resources such as the physical plant and technology infrastructure are strong. The following discussion and evidence demonstrate the College's attentiveness and responses in order to ably fulfill the College mission.

Fiscal Resources

As the [Composite Financial Index \(CFI\) table](#) shows a downward trend since FY 2013, College Administration, Faculty and Staff are determined to identify new initiatives to stabilize finances. The actual budget results from FY 2010 to 2012 were surpluses. However, there were losses in FY 2013

due to a City of Chicago project that was cancelled (through Workforce Development), and a downturn in enrollment. Enrollment has continued to decrease since 2013.

- Since fiscal 2013, the College's budgets have been balanced or showed surpluses ([2014-2015](#), [2015-2016](#), [2016-2017](#)).
- Actual expenses have always been under budget. However, the budgeted revenues never materialized.
- The College has very valuable real estate assets and decent investments.

To stabilize finances, the College must continue to seek out ways to increase enrollment, reduce expenses further, and explore new initiatives such as increasing bachelor degree offerings, and online education. The College hopes to bring new direction to the institution with a new president.

When reviewing the last three years, two operational issues with significant fiscal impact have become central for the administration: the decline in enrollment and increased costs for personnel.

Enrollment Decline

The enrollment decline involves several factors:

- First, there is a general decline in higher education enrollment across the nation as prospective students ask: "*Is education worth it?*"
- Next, according to a *Washington Post* article, *Brain drain: States that lose the most college students*, Illinois is the third largest state EXPORTER of college students to other states in the United States. (https://www.washingtonpost.com/blogs/campus-overload/post/brain-drain-states-that-lose-the-most-college-students/2012/01/24/gIQARhUoNQ_blog.html?utm_term=.f8e8d4072893), a trend which is exacerbated by stagnant increases in available state aid, reduced application timelines for eligibility, and a two year period of time during which the Illinois legislature did not have a budget, resulting in a significant loss of credibility among Illinois residents regarding the possibility of funding.
- Third, there have only been extremely modest increases in PELL grants, and the cost of education compared to available funding has become significant.
- Lastly, during the restructuring of the PELL grants, the Department of Education eliminated the "ability to benefit" regulations which allowed St. Augustine College to enroll 250 new students each year, resulting in a 25% annual reduction of new students.

Reduction in number of students will require the College to re-assess the long held tradition that all programs will be offered at all locations to both the morning and evening student groups. These potential scheduling changes will make necessary both increases in class size and a reduction of the number of course sections offered.

The College is also aggressively working on a plan that includes changes to the recruitment and enrollment process in all out attempt to regain the students who currently are being lost:

- First, a new VP for Marketing has been hired to develop a new strategy to reach traditionally-aged college students using online marketing techniques. The Admissions Office has begun to assign recruitment staff directly to high schools as the percentage of older, immigrant enrollees

drops and number of traditional students increases.

- Second, in an effort to increase access, the College has expanded beyond Chicago, into the suburban areas in and around Aurora, the state's second largest city, with 41% of its population identifying as Hispanic (according to [Aurora Census Data](#)). Also, preliminary research study is being conducted to determine the viability of Waukegan, Illinois, as a potential expansion site.
- Third, the College has aggressively added four additional bachelor's level programs in Psychology, Hospitality Management, Business Administration, and Computer Information Systems in order to allow existing students to extend their enrollment at St. Augustine College.
- Analysis of the incoming freshman and transfer students for the 2018/19 Academic year will provide practical information about enrollment increase efforts.

Increased Personnel Costs

Most concerning are the increased costs of personnel for the College functions.

- For many years at St. Augustine College, the majority of entry level non-professional staff positions have been filled by part-time student workers. These workers are typically compensated through the Federal Work Study Program and College funding as minimum wage jobs. Allocation from the Department of Education for the Federal Work Study program, however, has been reduced each year for the past several years. In addition, the City of Chicago has enacted a "minimum living wage" rate that is much above the required Illinois minimum wage, which has changed the wage paid to work study students and part-time employees from \$8.50 to \$11.00 an hour, with an increase to \$12.00 scheduled for July 1, 2018. This represents an almost 25% increase in wage costs, with additional increases in the College portion of FICA and required paid sick time accrual for part-time employees.

These increases, combined with decreases in enrollment and a large annual depreciation expense, have led to several years of decrease in net assets. Fortunately, until two years ago, non-cash expenditures were larger than the decrease in assets. However, the last two years have resulted in a significant decrease in cash assets and increase in credit line indebtedness. These issues are a prime concern for the Trustee's Finance Committee at this time.

Human Resources

In combination with full-time resident faculty and staff, SAC relies heavily on adjunct faculty and part-time staff in order to provide the range of services/offices and functions adequate for the current study body and program offerings as St. Augustine carries out its stated mission.

- Currently, staff is sufficient for all tasks at all locations and is able to provide basic and required operations as illustrated by the [Organization Chart](#). Current student satisfaction of student support services, based on the [Fall, 2017 Student Satisfaction Survey](#), is included in 3C6.
- The student-to-faculty ratio at St. Augustine College is 17:1. Faculty quantity and workload are further discussed in 3C1.
- Since the 2013 Self-Study, the President re-structured the Cabinet and added an additional Cabinet member to the Finance Committee. The VP for Enrollment Management combines recruiting, admissions, and advising within the same cabinet position. This change is further discussed in 5D2.

Technological Infrastructure

SAC has technology resources in place that fully support the approved curricula of the College, with adequate resources available to faculty and staff and a technological infrastructure which is sufficient to support operations at all sites. This infrastructure, overseen by the VP for Technology, Research and Systems, includes 24/7 faculty and student access to learning resources and the College's Learning Management System (LMS) from any internet connected device, anywhere in the world. It also includes faculty and student access to the College's wireless internet connectivity with their personal devices anytime a site is open. The IT system is at a reasonable level of health, providing the opportunity to assess how to enhance technology resources in targeted, cost-effective initiatives that purposefully serve the strategic goals of the College. The following exemplifies the technological infrastructure of the College:

- All students, faculty, and staff have St. Augustine College e-mail accounts. Students and faculty have access to their email, a storage drive, and web office applications from any location, both on and off campus. These web office applications allow students to collaborate on group projects remotely without need to meet in-person.
- The Information Commons/Library electronic resources are available 24/7 from any internet connected device at library.staugustine.edu (described in detail in 4A4: Access to Learning Resources).
- The College has Smart carts available at all sites for faculty to use in the classroom. These carts include an LCD projector and laptop which is set up for USBs, standard software suite (Microsoft Office), internet, and library access. In addition, faculty may plug in their personal laptops if required. The number of carts is sufficient for the number of courses that are held at any given time as illustrated by the [Student and Faculty Available Equipment](#) document.
- Moodle is currently used as the College's LMS, referred to internally as E-Campus. This tool is available to any faculty member, and it provides online access to course content and communication with enrolled students in the class through secured log-in at ecampus.staugustine.edu. All students have access to "E-Campus" from any internet attached device, either on or off campus. [Exit Survey Results](#) show that 72% of graduates were *Very Satisfied or Satisfied* with E-campus, and this percentage increases to 78% when *Does Not Apply* responses are taken out.
- Technology/Library assistants are available during all hours when a site is open to support faculty members and students in the use of the College's technology as well as access to the Information Commons/Library electronic resources (described in detail in 4A4: Access to Learning Resources).
- Student Accessible Workstations. As illustrated in the [Student and Faculty Available Equipment](#) document, over 450 student accessible computers are part of the Information Commons spaces, open computer labs, elective "fixed" computer supported classrooms, and mobile laptop carts which support any classroom as requested by a faculty member. This change in philosophy from "fixed" location computer classroom to mobile carts allows the College to provide in classroom computing to match course enrollments in multiple classrooms. Computer equipment is available to all students at all locations during the hours of the Information Commons (usually open until close of facility). In addition, when all laptops are not needed to support classroom activities, they are available for check-out to students while the

student is on-site. They may not be taken home except for the special Respiratory Therapy lab, which may be checked out through the Respiratory Therapy Department.

[Exit Survey Results](#) show that graduates of St. Augustine are, overall, satisfied with the Computer Labs, with 83% of graduates responding either *Very Satisfied* or *Satisfied*. [Student Satisfaction Survey Fall 2017](#) shows that 85% of current students *Agreed* or *Strongly Agreed* with the statement “*Appropriate programs and software are available in computer labs for my courses*” and 81% of students *Agreed* or *Strongly Agreed* with the statement: “*Computer labs are adequate, accessible and functional.*”

- The College uses Jenzabar to maintain college records regarding admission, registration, advising, student billing, G/L accounting, and support for Development and Alumni. Financial Aid is administered using the College Board’s PowerFacts product, which has an interface to the Jenzabar student data. This data is available to all members of the College community as appropriate for their responsibilities.
- The College maintains an up to date list of all college issued email addresses and all provided personal email addresses for enrolled students. These, combined with media and the College website provide for notification of emergency type events. Currently, the College is in negotiation to add text and automatic “robo” calling features to augment the system.
- The College recently updated the SAC website, www.staugustine.edu. The Marketing Department has worked to create an engaging website that is updated regularly in order to highlight current events. The site has relevant content, federal compliance information, and program-specific, accreditation-required content. [Exit Survey Results](#) show that 86% of graduates were *Very Satisfied* or *Satisfied* with the website.

Physical Infrastructure

SAC’s physical plants are in proper repair with little deferred maintenance due to the expenditure of grant funds provided by the State of Illinois Independent College Capital Grant program. The College has the physical infrastructure sufficient to support operations at all sites. This is exemplified by the following:

- More than sufficient classroom space, and it is kept clean. [Fall 2017 Student Satisfaction Survey](#) (N= 47) shows 96% of students *Agreed* or *Strongly Agreed* with the statement: “*The buildings are clean.*”
- The College has sufficient office space. All Resident Faculty members have their own work space with a desk, chair, and phone. Laptops are provided to all Resident Faculty. Additionally, there are rooms set aside for faculty use at South, West, Southeast, and Aurora sites. These rooms include tables, chairs, phone and a desktop computer. At the main location, there is an Adjunct Faculty room; however, the Information Commons offers private spaces to work from and Faculty tend to utilize these spaces.
- Appropriate classroom furniture based on instructors’ perceived needs (tables and chairs vs. small tablet desks). The new furniture also supports students’ ability to use laptops in the classroom. [Fall 2017 Student Satisfaction Survey](#) (N= 47) shows 72% of students *Agreed* or *Strongly Agreed* with the statement “*The classrooms are comfortable.*”
- Free parking is available to students at all locations. [Exit Survey Results](#) show that 72% of

graduates were *Very Satisfied or Satisfied* with parking lot availability.

5.A.2 Resource Allocation Process

As a non-profit, independent, private institution of higher education, St. Augustine College does not have a superordinate entity. St. Augustine College does not allocate revenue from academic programs to other divisions. The College's resource allocation process assures the primacy of its academic programs.

As noted in 2C3, to ensure their independency to serve in the best interest of the College, all Trustees and Senior Administrators are asked to abide by the Conflict of Interest Policy and annually complete and sign a conflict of interest disclosure.

The budgeting process, as described in 5A5, with its accounting benchmarks, assures that resource allocation is appropriate and distributed equitably to best meet the needs of St. Augustine students and fulfill the mission of the college.

- The College has two activities run by the institution outside of academic programming. Both of these are self-sufficient, and both provide some form of passive recruitment for the College's for-credit programs.

1. [Chicago Department of Family Support Services Head Start Support Services Professional Development Project \(CDFSS Project\)](#). The College has partnered with CDFSS for the last 20 years to implement Head Start/Early Head Start/Early Head Start Quality Improvement Projects. Within the last 10 years, the College has received more than \$10,000,000 and continues creating agreements and signing extension agreements that normally last 3 years. The College completed multiple audits, and the outcomes were excellent no Audit Findings. Currently, the average number of audits that the Head Start Support Service programs bring to the institution is between 2 and 4 per Fiscal Year, and the College can proudly say that no negative findings have been identified with respect to these programs. Throughout the years, the college has always been able to exceed more than 33% of non-federal contributions by using different resources and still has the ability to provide indirect funding to the College's general budget. In the last five years, the Head Start Support Services programs have created additional income to St. Augustine College of approximately \$600,000. Separate income expense statements showing that the CDFSS program is self-sufficient are available upon request from the VP for Finance.

The CDFSS program supports the College mission in 3 areas. 1) It provides support for student advising and other college services; 2) it provides student enrollment to College classes in ECE and the Behavioral Sciences, and 3) it supports "institutional legitimacy" for Early Childhood Education within the Chicagoland area by attaching the College to CDFSS.

2. The Institute for Workforce Education (IWE) is the second unit outside of academic programming (http://www.iwetraining.com/who_we_are/). IWE provides dual-language (English and Spanish) workforce development services in Illinois. They deliver training to businesses and individuals through a comprehensive model designed to achieve one main goal: *develop qualified professionals with market-ready skills*. IWE has a separate revenue and expense budget that is included within the [2017-2018 operating budget](#). IWE is a social enterprise which delivers a profit to the College, as evidenced in the budget. Additionally, IWE presents a separate income and expense statement each quarter to the Finance Committee of the Board of Trustees.

IWE directly supports the mission of St. Augustine College by providing incumbent work-force training and adult basic education programs to the greater Chicago area. First, they partner with area businesses, Latino and otherwise, to provide specific training that is non-College credit bearing, but related to “bridging socio-economic gaps.” They also provide access to many businesses and organizations which can further refer students to the College. Second, they provide GED exam preparation and support to persons who have not graduated from high school. IWE transitions 10-15 FTE students to the college each semester.

5.A.3 Alignment of Organizational Structure, Resources, and Opportunities with Mission Goals

The goals of St. Augustine College, as a “bilingual (dual-language) institution of higher education”, as stated in the mission are:

- To make the American system of higher education accessible to a diverse student population with emphasis on those of Hispanic descent,
- To strengthen ethnic identity,
- To reinforce cultural interaction, and
- To build a bridge to overcome cultural, educational, and socio-economic gaps.

This mission is further defined and articulated, as previously shared in 1B1, in the [Catalog \(p. 3\)](#). These goals are realistic and intricately tied to all planning processes and decision-making. Furthermore, the College has been achieving these goals for the last thirty-seven years. The following exemplify ways the college has achieved its goals:

- *Providing Access for a diverse student population, emphasizing those of Hispanic descent.* As mentioned in 1A2, the [2016 IPEDS Fall Enrollment Survey](#) shows that Hispanic students accounted for 86% of the student body.
- *Strengthening ethnic identity.* Strengthening ethnic identity was the main driver for the development of SPA 222: The Hispanic-American Experience through Literature ([Catalog, p. 101](#)). Discussed in detail in 3B4.

Additionally, having a high percent of faculty and staff who are of Hispanic descent helps create an environment that supports strengthened ethnic identity, while also providing professional role models. Faculty and staff equally use Spanish and English on campus, creating a bilingual environment that models both languages as valuable. In the [Exit Survey Summary](#), graduates were asked what helped them feel at home at SAC, and 84% of students listed Hispanic Faculty and Staff.

- *Reinforcing cultural interaction.* Although many people within the United States tend to perceive Hispanics as a homogeneous group, there is great cultural diversity among those of Hispanic descent. As described in the [Exit Survey Summary](#), the student population at St. Augustine College is made up of students who are newly immigrated to the U.S., as well as 1st, 2nd, 3rd, etc., generation Americans. The diverse cultural heritage of St. Augustine students spans numerous countries in Central America, South America, and the Caribbean, as well as Asia, Africa, and other regions of the world. Each student brings unique cultural experiences and worldviews into the classroom and adds to the richness of each course. The [Fall 2017 Instructor and Course Evaluation Averages](#) shows that, overall, current students agree with the statement: “*The instructor is respectful of all cultures and language abilities,*” with an average score of 4.83 out of 5.

- *Building a bridge.* According to a 2014 National Journal poll cited by the Pew Research Center (<http://www.pewresearch.org/fact-tank/2016/07/28/5-facts-about-latinos-and-education/>), *66% of Hispanics who got a job or entered the military directly after high school cited the need to help support their family as a reason for not enrolling in college.* Since inception, St. Augustine College has worked to break down the barriers for enrolling in college. Offering courses both in the morning and at night allows students to work during the day or evening to financially support their families. The [Exit Survey results](#) support this: 46% of graduates who had jobs while attending SAC worked 40+ hours a week and 44% of students were the primary financial providers for their families. Additionally, when looking at when graduating students took courses, 28% took morning courses, and 38% took evening courses, demonstrating that responsive scheduling is an important feature of St. Augustine College's educational programming.

Childcare services at the College allow students to bring young children with them to school. This is important since, according to [Exit Survey results](#), 54% of graduating students had the primary responsibility of raising children while attending SAC. When graduates were asked to rate their level of satisfaction of the Childcare Center, the [Exit Survey results](#) show that 74% of students were *Very Satisfied or Satisfied* (when taking out graduates who responded with "Does Not Apply"), while 22% responded with "Neutral". Childcare is also discussed in 3D1.

Lastly, according to the same Pew Research Center article, Hispanics continue to lag behind Whites in terms of college enrollment (35% vs. 42% respectively). The College's enrollment data clearly demonstrates that St. Augustine is building a bridge to fill educational gaps. Lastly, as also mentioned in 4A6, St. Augustine College ranked #1 in Illinois in terms of an Overall Mobility Index, directly demonstrating how the College is filling socio-economic gaps.

The College is currently working in accordance with its Strategic Plan, which is directly linked to the mission in Goals [I \(p. 1\)](#), [VII \(p. 10\)](#), and [IX \(p. 12\)](#). The former President formed the Strategic Planning and Compliance Committee to regularly meet to discuss, give updates, and track progress related to the strategic plan. The [2013-2018 strategic plan progress chart](#) documents the work completed in relation to the strategic plan.

In 2017, the former President of the College formed a committee to develop a new strategic plan in light of Illinois' current Higher Education and Fiscal environment. The implementation of this plan has been deferred for input from the new president.

5.A.4 Staff Qualifications and Training

One of the College's strengths is its employees' dedication and belief in the College's mission. The 2013 HLC site visitors observed this strength and stated in the HLC comprehensive Evaluation Report: "*Employees understand the mission and purpose of SAC and consideration is given to how resources can be generated and spent in support of the mission.*" Additionally, faculty and staff are appropriately qualified and trained. The following provides evidence of these qualifications and trainings:

Staff

Staff members demonstrate a strong commitment to the College mission. The College benefits from long-term employees with a great deal of experience in the areas where they are assigned. (There is very low turn-over.)

- As stated in Section III: F of the [Human Resources Manual \(p. 10\)](#) the College maintains a position description for each position in the College in the Human Resources Office.
- As exemplified by the [Support Services Staff Credentials 2017](#) spreadsheet, staff are appropriately qualified to match the required skills listed in their job descriptions (discussed in 3D).
- IWE understands its role in generating revenue and passively recruiting partners and students for for-credit programs. The [2017-2018 operating budget](#) illustrates the additional revenue brought in to the college through IWE. Additionally, there is now a *de minimis* financial contribution included in every grant awarded by the State of Illinois: 10% of the total grant goes toward overhead costs.
- IWE has provided a large number of [staff trainings](#) to college employees. Staff members were given release time to attend all required trainings. Trainings are offered as needed.
- The College provides a tuition waiver for enrolling in courses at St. Augustine to all e employees who are in an eligible employment classification and are not on probation. More information about this benefit is discussed in the [Human Resources Manual \(p. 36\)](#).
- In general, graduates are satisfied with the services they receive at St. Augustine. The following highlights from the [Exit Survey Results](#) show levels of satisfaction with different services:

Academic Advising: 88% of graduates responded with “*Very Satisfied*” or “*Satisfied*”

Financial Aid Services: 87% of graduates responded with “*Very Satisfied*” or “*Satisfied*”

Admissions and Recruitment: 86% of graduates responded with “*Very Satisfied*” or “*Satisfied*”

Registrar’s Office: 82% of graduates responded with “*Very Satisfied*” or “*Satisfied*”

There were two offices about which satisfaction levels were rated lower; however, for both, very few students responded with “*Dissatisfied*” or “*Very Dissatisfied*”:

Bursar’s Office: 50% of graduates responded with “*Very Satisfied*” or “*Satisfied*”. One graduate (.6%) responded with “*Dissatisfied*” or “*Very Dissatisfied*”

Transfer Center: 64% of graduates responded with “*Very Satisfied*” or “*Satisfied*”. Four graduates (3%) responded with “*Dissatisfied*” or “*Very Dissatisfied*.”

College Administration

The Senior Administrators (or President’s Cabinet members) have the appropriate credentials, experience, and focus on the institution to ensure appropriate leadership and oversight as described in the [Cabinet Bios](#). Many of the Cabinet members have been employed by the institution for over 10 years, with two of the members being founding members of the College.

Faculty

Like College Staff, Faculty “live and breathe” the College mission. This dedication to the mission guides faculty’s decision-making processes. Faculty professional development is discussed in detail in

3C4.

5.A.5 Budgeting and Expense Monitoring Processes

The College has processes in place for preparing a budget as well as approving and monitoring expenses.

Process

- The College has a clearly delineated process for budgeting. The [budget timetable](#) serves as a guide for St. Augustine College that includes those who provide input, those who approve it, and the timelines for each step.
- The College has a prepared [2017-2018 operating budget](#) with the capacity to compare it to the previous year's budget.
- It is important to note that the IWE department is typically grant funded. Its budget process is to apply for funding with a delivery plan, to receive authorization for funding, and to deliver services within the cost of a grant budget.

Monitoring

- St. Augustine undergoes an external annual audit by a certified public accountant or a public audit firm that reports financial statements on the institution separately from any other related entity or parent corporation. The [2015](#), [2016](#), and [2017 Audit Reports](#) are provided as evidence. Annual audits are further discussed in 2A.
- St. Augustine has a clearly delineated process for approving and monitoring expenses. Following the internal control procedures, daily oversight/approval is exercised by the budget officers, who are the eight members of the President's Cabinet, using the Jenzabar system. For all accounts payable checks, the VP for Finance's signature is imprinted over the checks. For expenses over \$5,000, an additional signature is required, either the President or the Vice President of Academic Services and Operations.
- Article XXI, Checks and Indebtedness ([p. 16 of the College Bylaws](#)), states that before any Officer of the College or other person employed by the College shall have authority to sign checks, drafts, promissory notes, or other evidence of indebtedness, or encumber or create a lien on an asset of the College, including, without limitation, by signing a mortgage or other security interest, the Board of Trustees shall approve a resolution authorizing any such person to so act with such restrictions and limitations as the Board shall determine is appropriate.

Embedded Monitoring Report

The April 7-9 2014 Report of a Comprehensive Evaluation Visit determined Criterion 5 was met with concerns and recommended an embedded monitoring report.

"The Monitoring Report should address how the college, given its ongoing financial challenges, has established a process and personnel capacity to track finances more closely. The current base of resources will not support the future (5A1). Since the college has made shifts and moved toward a more data and evidence-driven model, it will need to track these even more closely (5D1), which may require additional finance personnel (e.g., Controller). Also, if steps are to be taken to stabilize the finances to secure the college's future, a plan and how an action plan can be tracked, or how relevant

unit leaders will be held accountable for targets, must be made clear.” (5D2).

The following embedded report, as well as the evidence in 5A1 and 5D2, seeks to address the conditions and concerns identified by the visitors.

The College has established a process and personnel capacity to track finances more closely.

Context. In 2012-13, the College secured a major grant from the City of Chicago. The College began work on the grant prior to receiving the first payment. The City often does business with the College in this manner and has always paid as promised. This time, however, even though the College had incurred expenses, the City notified the College that it had cancelled the grant, resulting in significant loss of revenue. Connected to this situation and as a result of findings in an annual audit suggesting better control of expenses, SAC staff and the HLC team had discussions about different methods of control, suggesting a new Controller position might be an appropriate solution.

Response. Since that time, the College implemented additional spending controls including:

- The President must sign all contracts which incur a potential liability to the College of over \$5,000 and grant agreements over \$5,000 in value.
- The President must review and approve any individual expenditure in excess of \$5,000.
- Any check exceeding \$5,000 must be countersigned with the original signature of the approved countersigner.

Outcome. In effect, the above controls designate the Chief Executive to function as the final point of control. These additional controls have resulted in 3 consecutive audit reports with no findings related to control of expenses and have proved sufficient to accomplish the College’s goal without an additional staff position.

Actions taken to stabilize finances

The College has carried out multiple initiatives with the goal of stabilizing college finances. Many of these initiatives have brought in additional revenue. However, because of other factors (discussed in 5A1) this additional revenue has only acted to off-set other revenue losses up to this point. The College believes these changes will result in increased revenue in the future. The following were actions taken since 2014 to bring in additional revenue to the College:

- The Institute for Workforce Education (IWE) re-organized their operations to shore up their finances. To do this, they moved from applying for primarily city grants to only applying for state and federal grants as much as possible. Before the reorganization, city of Chicago contracts represented 80% of IWE's revenue. After the reorganization and the diversification of funding sources, IWE's budget is now broken down the following way:

Federal sources: 10%

State sources: 55%

City sources: 10%

Direct pay: 25%

IWE is also working to grow its share of St. Augustine's revenue.

- The College focused its efforts on increasing enrollment. This flowed directly from the [Strategic Plan \(p. 13\)](#), Goal X: *Realize an enrollment of no less than 2,500 students with a sustained commitment to a bilingual culture and diversity.*

As discussed in 5A1, the President re-structured the Cabinet to now include a VP for Enrollment Management.

The College opened a new location in Aurora, in an effort to expand access to St. Augustine in the Western Chicago Suburbs (discussed further in 5A1 and 5C4). In its first three years, this location has added 100-120 additional students to St. Augustine.

The Admissions department increased its focus on high school recruitment as described in the [Admissions Department Accomplishments and Tasks](#).

The Marketing Department has focused on updating the College's image, and marketing more efficiently. Since being hired in the summer of 2017, the new VP for Marketing and Communications has worked to create a stronger college brand, moved the College website from a stagnant site to an active and continuously updated site, and used social media and technology to execute a more focused marketing strategy. All of this was accomplished with the use of data from the [Marketing Survey Recap](#) to determine the most effective marketing for the College. Marketing initiatives are further discussed in 5C5 and 5D2.

Faculty members are working with recruitment to complete presentations to prospective students

- Faculty and the VP for Academic Affairs worked diligently the last 5 years to add the 4 new bachelor's degrees in the hopes of retaining students who are completing associate's degrees. In Spring 2018 there were a total of 151 students FTE in the new bachelor degrees (further discussed in 5C4).
- The [Development Office Initiatives](#) provides an overview of accomplishments in the Development Office. The former VP for Marketing and Development focused on increasing private donations. This initiative resulted in increased giving between 2011/2012 – 2015/2016. The new Development Director has focused on retaining existing funders. The department is also in the process of developing an alumni association.
- In an attempt to make courses more convenient for students, Academic Affairs started looking at offering distance learning/hybrid courses. Academic Council is currently identifying courses in each department that can be piloted as hybrid courses in Fall 2018 (further discussed in 3A3).

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5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. 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.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Argument

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

The structures found within St. Augustine as well as its policies are the foundation in which collaborative work is completed by faculty, staff, and administration while the Board of Trustees has the appropriate expertise to fulfill its responsibilities. Processes are in place to engage all internal constituencies in the planning process.

5.B.1 Board of Trustees Responsibilities

As indicated in the [College Bylaws \(p. 9\)](#), the Board of Trustees meets quarterly with the institution's senior officers. Board members are committed and appropriately qualified to carry out their responsibilities. As illustrated by the [Board Bios](#), each of the members of the Board of Trustees has significant leadership experience in the field of education. The Board is responsible for the hiring, contractual agreement, and dismissal of the President of the College. The Board approves the Strategic Plan and reviews the progress through quarterly updates from the President. The Board also reviews and approves the annual budget and monitors it regularly as evidenced by [5-19-2016 Board Minutes \(p. 3\)](#) and the [5-18-2017 Board E-packet](#). Regular Board presentations include a President's Report, which includes the Vice President for Academic Affairs' report, and a Financial Report. Other reports on specialized topics may include, for example, updates on Information Technology, Website Initiatives, and Regulatory Compliance.

- As described in 2C2, the Board is actively working to hire a new college president.
- The President submits a President's Report quarterly to the Board of Trustees that includes updates related to the strategic plan, as evidenced by the [2-19-2015 President's Report \(p. 4\)](#) and the [President's Report in the 11-18-2017 Board ePacket \(p. 6\)](#).
- A new 2017-2022 strategic plan was presented to the Board at the [Fall 2017 Board Retreat](#). This plan will not be implemented until a new college president has the opportunity to review it and provide input. The process for the development of this new plan is discussed in 5C4.

The Board of Trustees achieves its oversight functions through the committees, which include the following standing committees: Executive Committee, Committee on Governance, Academic and Student Affairs Committee, Finance Committee, and Development Committee. The composition, purpose, and responsibilities of each committee are described in the Board Bylaws Articles [XIII \(p. 11\)](#), [XIV, XV \(p. 12\)](#), [XVI, and XVII \(p. 13\)](#).

- Procedures for Board of Trustee meetings are included in [Article X of the Board Bylaws \(p. 9\)](#). The Authority and Responsibilities of the Board of Trustees are listed in [Article II of the Board Bylaws \(p. 3\)](#).
- In addition to the standing committees, the Board of Trustees receives a report from the President each quarter. This is exemplified by the [5-18-2017 Board Agenda](#).

Since fiduciary responsibility and all major decisions rest with the Board of Trustees, the College seeks Board members who are committed to the mission, philosophy, and goals of St. Augustine College. This dedication is well documented in the agendas and minutes of the Board of Trustees' Meetings as evidenced in the [5-18-2017 Board E-packet](#). If commitment is not evident, individuals may be asked to reevaluate whether they wish to continue as board members.

5.B.2 Engagement of Internal Constituents in College Governance

St. Augustine College possesses governance and administrative structures that facilitate the realization of its mission through effective leadership, the promotion of policies, and processes that encourage collaboration among all constituent groups, as well as an institutional ethos that places a high value on teamwork and embracing change.

The Governance structure at the College includes:

- Board of Trustees
- President's Cabinet
- Academic Council with the committee structures that support it
- Faculty Council and its representation on committees
- Student Representatives elected in all classes

The policies and processes that describe internal constituency engagement are found in the [College and Faculty Council Bylaws](#), [Human Resources Manual](#), [Resident](#) and [Adjunct Faculty Manuals](#), and [Student Handbook](#). These are also discussed in 2A, 2C and 2D.

- To exemplify the engagement of internal constituencies, in the current search for a new President, the Board of Trustees designed an inclusive Search Committee that includes Board members, Faculty, Staff, Students, and Alumni, as described in the [February 21, 2018 Memo by Dr. Lehner](#), the Chairperson of the Board of Trustees. The presidential search is further discussed in 2C2.

Board of Trustees

- The governance structure of the Board of Trustees is described in detail in 5B1.

Administration—President's Cabinet

- As described in [Article IX of the Board Bylaws \(p. 8\)](#), the President serves as an ex-officio member of the Board of Trustees to ensure continuity. The day-to-day decisions of the College

are delegated to the President with support from the Cabinet, in conjunction with input from Faculty and Staff, as appropriate.

- The Senior Administration of the College is made up of the President's Cabinet, and includes what is commonly referred to in higher education as the Chief Executive Officer, Chief Financial Officer, Chief Information Officer, and Chief Academic Officer. As the [Organization Chart](#) illustrates, the College maintains institutional management structure within which all employees, at all locations, have reporting lines that are under the domain of one of the members of the President's Cabinet.
- As illustrated in the [Cabinet Bios](#), these Senior Administrators have the appropriate credentials, experience, and focus on the institution to ensure appropriate leadership and oversight. The President's Cabinet meets every other week to provide overall guidance for the College, including advising the President on matters of policy and procedures, operational effectiveness, and academic issues related to both faculty and students.

Academic Affairs Committee Structure

Committees in the Office of Academic Affairs include the Academic Council and other committees made up of faculty and/or staff that provide various services to the College.

- The [Committee Structure](#) illustrates the 2017 list of institutional and academic committees in which all Resident faculty are involved with at least two, (generally multiple committee(s) (also discussed in 2C4). These committees review data related to their charge and make recommendations on policy, as well as procedural, or practice changes that the College should make to enhance Student Learning Outcomes. Recommendations are sent to the Academic Council or the Cabinet for approval. This is dependent on whether the committee is an Institutional and/or Academic Affairs Committee (and whether a recommendation is academic or institutional in nature).
- As stated in the [Resident Faculty Manual \(p. 6\)](#), the Academic Council is led by the Vice President for Academic Affairs and is comprised of the academic department chairpersons, two faculty representatives, one of which is the president of Faculty Council. All faculty members have a voice in the Academic Council through their respective department chairpersons. When the Academic Council seeks to approve new programs or studies major issues related to academic affairs, the Faculty Council is informed of these actions through the President of Faculty Council. The [4-23-2012 Faculty Council Minutes](#) shows evidence of Faculty Council involved in the exploration of a B.A. in Psychology. [Academic Council Minutes from 10-01-2014, 2-4-2015, and 4-08-2015](#) show Academic Council discussing plans for new B.A. degrees in Computer Information Systems, Business, Early Childhood Education, Psychology and Hospitality Management.
- As stated in the [Faculty Council Bylaws \(p. 3\)](#), the Faculty Council is a deliberative body that represents the academic interests and welfare of the faculty and the administration of the college community, communicating through the Vice President for Academic Affairs. The Council has the right and the responsibility to work with the Vice President for Academic Affairs and the Administration in the fulfillment of the College's mission for the overall improvement of St. Augustine College. The faculty of the College, through the Faculty Council and its committees, is charged with the duty of making recommendations on issues that affect all departments. The [11-29-2016 Faculty Council Meeting Minutes](#) show a discussion about faculty rank promotion processes and recommendations being sent to the Dean and President.

The president of the Faculty Council automatically serves as one of the two faculty representatives to the Academic Council, and a faculty member is also elected by the Faculty Council to represent the interests of the Faculty at all Board of Trustees' meetings.

- Based on [Fall 2017 Resident Faculty Survey](#), 72% of faculty members *view participation in shared governance as a worthwhile activity*, and 95% *view participation as a faculty responsibility*.
- According to [Fall 2017 Adjunct Faculty Survey](#) shows that 71% of respondents (N=42) stated *"the College (non-academic) staff listen to [my] concerns very well"*. Additionally, 88% of respondents stated that they would like to see formal representation or participation for Adjunct Faculty in the form of elected representation on Faculty Council, participation at department meetings, or completing occasional surveys on programmatic issues.

Staff

- While there is no formal Staff Council, the Staff has a designated, elected representative to the Board of Trustees. This representative, in addition to a faculty representative, is confirmed in the [College Bylaws, Article X, Section 2 \(p. 9\)](#). The representative is expected to attend Board meetings to speak about any staff concerns. That person is responsible for sharing with staff any items on the Board agenda that may affect staff. Selected annually by secret, printed ballot, the current staff representative is Henry Cardenas, a Financial Aid Counselor. Staff also have input into the governance structure from department leaders who share recommendations through the President's Cabinet. The [Fall 2017 Staff Climate Survey](#) shows that 69% of staff *Agreed* or *Strongly Agreed* with the statement: *"I feel comfortable voicing concerns, complaints, and ideas."*

Students

- With a College largely comprised of working adult students with multiple family and life demands, a Student Governance organization has never lasted for any length of time. In lieu of a formal governance structure, the Class Representative system has evolved in order to give students a voice, to relay concerns to the Administration, and to administer the Student Instructor and Course Evaluations. This election is confirmed in both the [Catalog \(p. 129\)](#) and the [Student Handbook \(p. 22\)](#). The [Fall 2017 Student Satisfaction Survey](#) (N=47) shows that 79% of respondents *Agreed* or *Strongly Agreed* with the statement: *"Student concerns are heard by the administration."*

Communication is facilitated between these groups via the All-College Meetings which are held quarterly by the President after each Board of Trustees' Meeting. Although formal agendas and minutes are not kept for these meetings, the [Staff and Faculty Meeting Email Invitation](#) is evidence that these meetings have occurred. The Faculty Institute Days, held at the beginning of each semester, also are intended to facilitate communications and shared governance. The [Spring 2018 Faculty Institute Agenda](#) exemplifies this communication. As seen in the [Fall 2017 Resident Faculty Survey](#), although only 32% of Resident Faculty *Agreed* with the statement: *"Communication among faculty, president, and cabinet is transparent and systematic"*, 64% either *Agreed* or *Strongly Agreed* with the statement: *"Communication among the cabinet, site directors, chairs and faculty has improved since I began working at SAC."* The [Fall 2017 Staff Climate](#) (N=29) shows that the majority of staff (52%) *Agree* or *Strongly Agree* with the statement: *"There is a good level of communication between employees and administrators."*

5.B.3 Structures for Collaborative Efforts in Setting Academic Requirements

The College provides two main means for its constituencies' involvement in the decision-making processes of the institution.

Governance Structures of the College

The first is through the Governance Structures of the College, detailed in 5B2. Within this governance structure, any constituent may bring a formal or informal recommendation for discussion by one or all of these governance bodies. St. Augustine College's administration, faculty, and staff share responsibility for the coherence of the curriculum (discussed in Criterion 3) and the integrity of the academic process (as discussed in 2A).

- This is exemplified by the process the College went through to approve the new [Institutional Review Board Handbook](#). The draft handbook was presented to all Resident Faculty (including Academic Council members) during the [Spring 2018 Faculty Institute](#) and questions were answered by the IRB Planning Committee. Resident Faculty were encouraged to e-mail additional questions and comments to the IRB Planning Committee members (no comments were received). The handbook was then reviewed and approved with minimal changes during the [1-22-2018 Cabinet meeting](#). This process is further discussed in 2E1.

Multiple Constituency Surveys

The second means by which all constituencies have a voice is by giving feedback via multiple annual/semi-annual surveys. These surveys help the College identify issues that need to be improved. As described in detail in 4A, the College regularly analyzes a series of constituent surveys, which provide perceptions in terms of how the students, faculty, alumni and staff view the College as a learning environment. The following surveys are administered every semester:

- Student Instructor and Course Evaluations (for every course, every semester)
- Graduating Student (Exit) Survey (every student who graduates)

The following surveys were administered during the Fall, 2017 semester:

- Student Satisfaction Survey
- Alumni Survey
- Resident Faculty Satisfaction Survey
- Adjunct Faculty Satisfaction Survey
- Staff Climate Survey.

The Career and Transfer Center (CTC) reviews evaluation data to improve its services. Some students mentioned that they would like to receive more technologically driven services. The following exemplify initiatives the CTC has accomplished or is currently working on, responding to evaluation data:

- Created an electronic job board, and installed a large screen at the main campus for posting of jobs, and promoting of CTC services and activities (According to the [Fall 2017 Student Satisfaction Survey](#) 60% of respondents *Don't Know* if the CTC services are very helpful. This will increase awareness of services).
- The CTC is in the process of installing screens at all the campuses. All students will have access to real time information.

- The CTC is in the process of testing an SAC app that will be used by the CTC to communicate with students, chat with them about our services, and schedule appointments through it.
- The IWE instructional design team is creating an online career and professional skills workshop series that students will be able to register and take besides the face-to-face workshops that we already deliver.
- 4B3 provides examples of how assessment data is used to improve student learning.

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5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
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. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Argument

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

The College uses its strategic planning process as the mechanism to ensure that fiscal, human, physical, and technological resources are in alignment with its mission. St. Augustine College has used strategic planning in five year horizons (2008-2013, and 2013-2018). A new plan (2018-2023) will be implemented in Fall 2018. The previous plan was reviewed quarterly in detail with the President's Cabinet and other constituents of the College as evidenced in the [2-04-2016 Strategic Plan Progress Chart](#). However, in 2016 the President determined a new strategic plan was needed and formed an ad hoc committee in 2017 to develop it.

5.C.1 Alignment of Resource Allocation with Mission and Priorities

- The annual budget is created each year by the Budget Officers in conjunction with the President. Each budget officer is a member of the President's Cabinet and has access to the breadth of information related to all functional areas of the College, assuring that the budget is created with the combined knowledge and information available to the cabinet. The [budget timetable](#) illustrates this process in more detail.
- In alignment with the mission *to make the American system of higher education accessible...* special attention is given to funding necessary to provide maximum institutional financial aid to incoming students. Partial funding is provided for students transitioning to the College without State Aid, usually because of early application deadlines, and merit based aid to help meet the gap between costs and student financial resources for continuing students.

St. Augustine College offers five forms of institutional aid: the Bridge Award, the SAC Award, the Presidential Scholarship, the Presidential Discretionary Fund, and the Specialized Grants, as described in the [Consumer Facts and Financial Aid Handbook \(p. 11\)](#). The amount of institutional aid and percentage of students who receive this aid is discussed in 3D1.

5.C.2 Linkage of Assessment, Evaluation, Planning and Budgeting Processes

The President's Cabinet and Academic Council are the primary structures through which assessment of student learning, evaluation of operations, planning, and budgeting are linked. Each committee's charge is detailed below:

- The President's Cabinet provides overall guidance for SAC. It advises the President on matters of policy and procedures; provides periodic updates on the progress of the Strategic Plan, operational effectiveness, and academic issues raised by faculty and students.
- The Academic Council is led by the Vice President for Academic Affairs and is responsible for ensuring the coherence of curriculum, approval of new programs and courses, academic policies, and accreditation issues as stated in the [Resident Faculty Manual \(p. 6\)](#).

Two Committees monitor assessment: [The Assessment Committee and the Retention Task Force](#). The [Using Assessment Flow Chart](#) illustrates how the assessment of student learning and evaluation of operations are linked to planning and budgeting.

- The Assessment Committee—Co-chaired by the VP for Academic Affairs and the Director of Institutional Research is composed of the department chairs, two faculty representatives including the Faculty Council Chair (Academic Council), and the assessment coordinators for the Social Work Program, Early Childhood and Psychology Department. The Committee is responsible for monitoring student learning and academic assessment. Results of the committee discussion, which require budget or administrative planning consideration, are passed on to the President and Cabinet through the VP for Academic Affairs. In the future, this committee will submit an annual report to the Cabinet that includes

Summary of student learning outcome data analyzed and collected by each department,

Summary of relevant data from Program Reviews completed by departments that year,

Summary of data from constituent surveys, and

Academic and institutional recommendations for the upcoming academic year (any academic recommendations first go to Academic Council for approval).

- Retention Task Force—Comprised of both Resident Faculty and Staff (currently chaired by Sheila Frost, Associate Professor and Assessment Coordinator for the Social Work Program). The committee is responsible for monitoring institution-wide assessment as it relates to persistence and retention. Results of the committee discussion, which require budget or planning consideration are passed on to the President and Cabinet through the VP for Enrollment Management (a member of the Task Force). In the future, this committee will submit an annual report to the Cabinet that includes:

Summary of data from constituent surveys,

Summary of student retention and persistence statistics, and

Institutional recommendations for the upcoming academic year.

The [Assessment Flow Chart](#) illustrates this process and 4A and 4B further discuss the tools used by the Assessment Committee and the Retention Task Force.

Funding for academic improvement is always a priority at St. Augustine College.

- Faculty professional development is provided every semester. The [New Faculty Orientation](#), [Faculty Institute](#), and [General Faculty Meetings](#) occur every semester. Several colloquia are held throughout each semester. The Teaching and Learning Committee work together with the Vice President of Academic Affairs to ensure faculty are prepared for the academic demands they face. Lastly, trainings are available through the Institute for Workforce Education (IWE) as requested. As an example, Faculty Council requested and was provided training on parliamentary procedures in 2016.
- The [New Student Orientation](#) is offered at the beginning of every semester (further discussed in 2B, 2E2, 4B3, and 5D2).
- Student learning is supported with the Writing Across the Curriculum (WAC) Initiative which is intended to strengthen the writing of students across all disciplines. In the past two years, research and self-assessment have been and are being executed to insure the effectiveness of the program. Outside funding has been obtained specifically to assess and ensure the effectiveness of this program. WAC is discussed in 3D2 and 4B3.
- Tutoring is available to students at all sites and in all disciplines as requested (discussed in detail in 3D1). In FY 2016-2017 the College spent \$54,700 on tutoring.
- In Summer 2016, the College offered [ENG 099](#) and MAT 099 courses, free basic skills strengthening and college survival skills courses, as a pilot program for students at the Aurora site. Basic skills are taught in English, Math, and Computer Information Science. Because of the success of this pilot, it was expanded in the summer of 2017 to most of the St. Augustine sites. These courses are discussed in detail in 3D2.

5.C.3 Internal and External Constituents' Perspectives in the Planning Process

Internal Constituent Groups

As discussed above in 5B and 5C, all internal constituent groups are involved in the planning process. Discussions take place at the Board of Trustees and Cabinet meetings, in large community meetings, at Faculty Institutes, in small departmental and committee meetings, and in the Faculty Council. The process for developing a new 2018-2023 strategic plan exemplifies how all constituent groups were involved in the process (further discussed in 5C4).

- To maintain an ongoing dialog, shortly after each Board of Trustees meeting, the President holds a Staff and Faculty meeting to provide a summary of what was discussed during the meeting. This is an opportunity for faculty and staff to ask questions and bring up any concerns they may have. This is further discussed in 5B2.
- Faculty, staff, and student perspectives on their voices within the institution are shared in 5B2.

External Constituent Groups

A list of all of the external stakeholders is provided in 1D3. These external stakeholders are equally committed to the College. Many of them give freely of their time and energy to support the College. Whether this is an alderperson lobbying for road improvements on Argyle Street, or a social work field supervisor completing an evaluation on knowledge, skills, and abilities of a SAC student, or a media personality wanting to profile one of St. Augustine's students, all in their own ways contribute to the planning process and operations of the College.

- External stakeholders are included in program specific planning and across the institution as appropriate.

5.C.4 Planning Related to Institutional Capacity and External Factors

The past several years have presented a significant financial challenge to the College. As a tuition-driven institution serving predominately low-income students, the fluctuating economy, uncertain State of Illinois funding of education, lack of a State budget, and flat or reduced student aid have had a large impact on enrollment. The institution has reacted to these challenges in two manners: first, an aggressive expansion of location and programs and, second, requiring a larger personal outlay for expenses from the students nearing completion. The following further describes these actions:

- The College added a location in Aurora, Illinois. During its first three years of existence, this facility added 100-120 students to the enrollment (the number of students at Aurora right now is about 104 FTEs). An additional 100-120 FTE students generates \$660,000 to 1M in revenue.
- Four bachelor's degrees have been added to the offerings; a B.A. in Psychology, a B.A. in Hospitality Management, a B.A. in Business Administration, and a B.S. in Computer Information Systems. These additional programs allow for continuation of students from SAC's Associate programs and a return of former Associate level graduates to further their education. The following are the FTEs in the Spring 2018 semester for the new bachelor programs:

B.A. in Business Administration: 13.33

B.A. in Hospitality Management: 26.33

B.A. in Psychology: 95.67

B.S. in Computer Information Systems: 15.67

Total FTE in new bachelor degrees in Spring 2018: 151 students

- Tuition was raised significantly (above 3% per annum) for the first time in many years. Institutional aid also was increased for students at the beginning of their college careers, and students who were moving toward graduation have been asked to pay more of their educational costs through family resources or student loans. Through its history, the College has consistently tried to provide an education paid for through federal, state, and private monies, with little or no student outlay. The college has strongly counseled students not to take student loans as a means to get an Associate's Degree because it was believed unethical to saddle a student whose career goal and expectations are entry-level positions with significant debt. The new reality is that the College expects an Associate level student to incur between \$1,000 and \$3,000 in student debt; and a student at the Bachelor level to graduate with \$5,000 to \$9,000 in student debt. However, even with the increase there are only two other private colleges in the Chicago metropolitan area that leave about the same cost to be made up by student loans: Loyola University's [Arrupe College](#) and National-Louis University's special program for First-time, Full-time students. Northeastern Illinois (a public institution) has slightly lower tuition (\$350 per SH credit plus \$90 per SH credit fees) with similar PELL and MAP awards (also discussed in 2A).
- In 2017 a Strategic Planning ad hoc committee was charged by the President to develop a new 2018-2023 strategic plan. The [May 9, 2017 Interim Report](#) describes the progress of the

planning team (strategic planning ad hoc committee) and shows that within the *data gathering process and internal analysis* process SWOT analyses and focus groups were conducted with Board members, department heads, Resident Faculty, Adjunct Faculty, Administrators, and Students. The [SWOT Analysis Board Session Notes](#) provide evidence of these meetings. The data collected helped to guide the development of the strategic plan. The new strategic plan was presented to the Board at the [Fall 2017 Board Retreat](#), however it will not be implemented until Fall 2018 to allow for the new College President to review and provide input.

5.C.5 Anticipation of Emerging Factors in Institutional Planning

Within the College's committee structure, the institution discusses and plans for technology and demographic shift factors. Additionally, separate departments seek to anticipate emerging factors. This is evidenced by:

- The [Technology Committee has had many accomplishments](#) since 2013.
- Currently, there is an ad hoc committee evaluating technology products which will allow a single faculty member to handle multiple sections of the same class concurrently at different teaching locations. These technologies will also allow students who miss scheduled class sessions to view and review missed sessions, so they can come prepared for subsequent sessions, rather than being behind.
- The institution's marketing department conducts continual evaluation of the demographic changes at the institution for the mix of students based on immigrant or native status, age, and technology expectations. The [marketing survey recap](#) exemplifies this and provides a summary of the results (further discussed in 5D2).
- Location and transportation resources are evaluated for recommendation of satellite locations, which may be opened, as necessary, when a cohort of students reaches sufficient size to support a "local" teaching center. An ad hoc committee, made up of the College President and two Cabinet members was formed for the selection of the Aurora site. Also discussed in 5D1.
- A Distance Learning Committee made up of Faculty has been exploring the possibility of offering hybrid courses in order to make attending class more convenient for students. The Committee is now working with each Department Chair to identify a course to pilot as a hybrid in Fall 2018 (further discussed in 3A3).

Sources

- 2013-2018 Strategic Plan Progress Chart 2016 02 04 Meeting
- Arrupe Tuition and Fees
- Assessment Committee and Retention Task Force Committee Descriptions
- Assessment Flow Chart 11-22-2017
- Board Retreat Agenda 2017
- Budget Timetable final
- Consumer Facts and Financial Aid. correction 2-7-2018
- Consumer Facts and Financial Aid. correction 2-7-2018 (page number 11)
- ENG 099 Syllabus Summer 2018 Final
- Faculty Institute Agenda Jan 2018
- General Faculty Meeting 2018 Revised

- Marketing Survey Recap-Fall 2017 Survey
- May 9, 2017 Interim Report strategic planning committee
- New Faculty Orientation Agenda August 2017
- NSO Flyer_Spanish and English_Fall2017
- St Augustine Resident Faculty Manual 2017-2018 REV 07 2017
- St Augustine Resident Faculty Manual 2017-2018 REV 07 2017 (page number 6)
- SWOT Analysis Board Session Notes By Mr. Suggs 2-11-17
- Technology Committee Accomplishments Since 2013
- Using Assessment Flow Chart 3-18-2018

5.D - Core Component 5.D

The institution works systematically to improve its performance.

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

Argument

5.D. The institution works systematically to improve its performance.

The College, through its many functioning committees, continuously works to improve the institution. By surveying constituencies, as well as by learning from operational experience, the College is able to develop and implement plans to improve its performance.

The [April 7-9 2014 Report of a Comprehensive Evaluation Visit](#) determined that 5D was met with concerns. A monitoring report was recommended. The embedded monitoring report can be found in 5A5.

5.D.1 Evidence of Operational Performance

The institution has a cadre of functioning committees comprised of faculty, staff and administrators that review and discuss performance in its operations.

- Most of these committees have been operational for more than 5 to 9 years, showing some maturity and experience in their respective disciplines.
- New, or ad hoc committees, are formed as new needs present themselves, to ensure that there is a 360 degree “look” at any specific issue. The following exemplify ad hoc committees formed by the former College President:

A committee was formed to evaluate facilities and expense of Independent Colleges Capital Program (ICCAP) funds. Members included B. Bondavalli, P. Heck, N. Ruano

A committee was formed for selection of Aurora site. Members included P. Heck, A. Sund, D. Cordova. The results of the committee included the identification and recommendation of a site for the new Aurora location.

A committee was formed to produce a new strategic plan for 2018-2023. The committee developed a new Strategic Plan. It was presented to the Board of Trustees for review in Fall 2017. The Board decided to hold off on implementation until a new president is hired and can review it.

- Standard surveys of students, staff, faculty, alumni, and the general community are conducted to ensure that the perception and results that were anticipated are actually achieved (as discussed in 5B3). This feedback allows additional planning and resource allocation based on actual experience, instead of on the basis of “best guess.” [Fall 2017 Student Satisfaction Data](#) is

discussed in 3C6 (and throughout the Assurance Argument), and [Exit Survey Results](#) are discussed in 5A4 show the level of student satisfaction with operations.

5.D.2 Institutional Learning Applied for College to Improvement

The College continuously looks for ways to improve institutional effectiveness, efficiency, and capabilities by observing and learning from its experience. The following exemplifies improvements made within the institution through this process:

- The Marketing and Communications Department conducted a survey for current students to identify what marketing strategies were effective in recruiting them to study at the College. Twenty three percent of students responded to the survey. The [Marketing Survey Recap](#) showed media habits and how current students initially heard of St. Augustine College. The Marketing Department generated a new plan, which is based on a strategic design that selects the best of many years of marketing at St. Augustine College and mixes it with new digital tendencies.
- It has always been the practice at SAC to offer tutoring after the morning classes and before the evening classes in order to accommodate the busy schedule of working students. This schedule has been supplemented by either morning or afternoon hours on Saturday to accommodate those students who have free time on the weekend. With the implementation of WAC, approval of additional bachelor's degree in different programs, and concerns about challenges that students experience in the area of writing and reading comprehension, the Tutoring Committee has identified the need to expand tutoring services and to set up the Writing Center. As a result, tutoring hours were expanded (2-3 hours after morning class, 2-3 hours before evening class – instead of 1 hours and offering whole slots of several hours of tutoring during the day). In addition, a request for extra tutoring hours (sessions) can come from the instructors, students, and advisors, in addition to the already set up tutoring sessions if there is a need for more hours and/or to help students at a different point during the semester and to fit into their busy, conflicting schedules. The request is submitted to the Chairperson of the Languages, Literature, and Humanities Department. Tutoring is further discussed in 3D1. [Exit Survey Results](#) show that 72% of graduates are *Very Satisfied or Satisfied* with Tutoring at St. Augustine College.
- Prior to 2017, Admissions and Recruitment were overseen by the Vice President for Marketing and Institutional Advancement. Advising was overseen by the Dean of Academic and Student Affairs. At times, this resulted in disconnection between these two processes. The previous President felt that recruitment (admissions) and retention (advising) should work on a natural continuum. As a result, the President re-structured the Cabinet to include a VP for Enrollment Management. One of the charges of the new cabinet member (given by the previous President) was to develop a new organizational plan for Admissions. Currently, the plan is in its end of design phase, with the next step to go to the Cabinet for review. The plan includes creating specialized roles for admissions staff (differentiating between the field work of recruitment, and the processing work of admitting students) and creating a plan for admissions staff to have career level pay. It is assumed that this plan will not take effect until the new President has reviewed and approved it.
- After many years of Faculty discussing the need for an improved New Student Orientation, the Retention Task Force took on the charge of re-vamping the orientation program in 2014. This process included identifying the content that faculty and staff felt students should be informed about prior to starting classes. Additionally, based on a completed literature review on effectively engaging Latino college students, one unique new element of the orientation was having upper-level students and recent alumni as presenters of the workshops. This provided

the new students with role models, which according to the literature, is an effective strategy to engage Latino students. The [NSO Grant Proposal 1-16-2015](#) provides further detail of the new orientation. Although the Stauber Foundation awarded funding of the orientation for one year, the overall new formatting has been implemented since (with decreases in expenditures). The [2015-2016 Stauber Foundation write-up](#) shows the accomplishments of the year, results, and areas for improvement. [Exit Survey Results](#) show that 77% of graduates are *Very Satisfied* or *Satisfied* with the new student orientation.

Sources

- 1990 20140407 Continued Accreditation - Team Report
- Exit Survey Summary of Results 2017_10_10
- Marketing Survey Recap-Fall 2017 Survey
- NSO Grant Proposal Stauber 1-16-15
- StauberFoundation Write-up 2015-2016
- Student Satisfaction Survey Fall 2017

5.S - Criterion 5 - Summary

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.

Summary

St. Augustine College is clearly looking toward the future. Even though it has recently added four new bachelor's degree programs, it is now working with the Illinois State Board of Education to add a B.A. in Early Childhood Education with Bilingual and ESL Endorsements. It is also studying the possibility of adding another teaching location, possibly in Waukegan, Illinois, a northern suburb with a large Latino population. It is also investigating several learning technologies which will enable the College to offer distance education, which will benefit students who do not live near one of the College's locations. The College remains committed to its mission and foresees a bright future for both the institution itself and for the students it will serve.

Sources

There are no sources.