

Iowa State Board of Education

Executive Summary

March 13, 2026

Agenda Item: Accreditation Report Interim State Evaluation - Southeastern Community College

State Board Goal: Goal 4

State Board Role/Authority: Iowa Code section 260C.47(3) grants authority to the State Board to determine whether the programs of a community college shall remain accredited.

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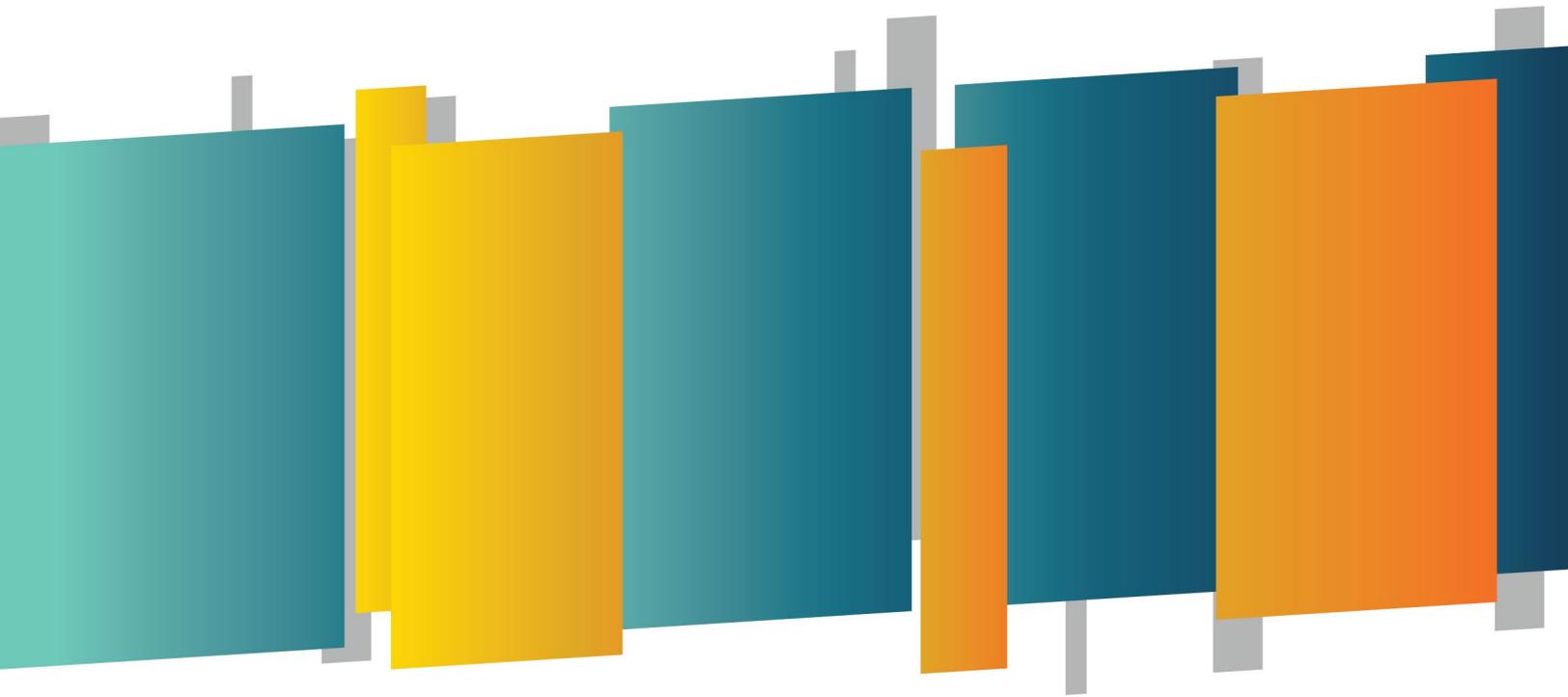
Attachment(s): One

Recommendation: It is recommended that the State Board grant continued accreditation for Southeastern Community College.

Background: As mandated by Iowa Code section 260C.47, the Bureau of Community Colleges conducted the interim accreditation evaluation of Southeastern Community College. The Department team and two external reviewers conducted a desk review, outcomes benchmark review and assurance interviews to evaluate Southeastern Community College. The attached report reflects the results of the interim evaluation, which included a site visit on October 1-2, 2025.

Accreditation Report Interim State Evaluation

Southeastern Community College
October 1-2, 2025



State of Iowa
Department of Education
Grimes State Office Building
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Purpose of the State Evaluation

The purpose of this report is a summary of the scheduled state interim accreditation evaluation of Southeastern Community College (SCC) by the Iowa Department of Education (Department) as mandated by Iowa Code section 260C.47. The format, length and scope of the interim evaluation is determined by the Department based on the results of the most recent comprehensive evaluation, an analysis of desk review materials and the annual outcomes data prepared by the Department.

Institutional Overview and Outcomes Profile

SCC is a public institution of higher education which encompasses all of Des Moines, Henry, Lee and part of Louisa counties in southeast Iowa. SCC's service area has a total population of approximately 100,000 people and is bordered by the Mississippi River with Illinois on the east and Missouri on the south and is governed by an elected five-member Board of Trustees who represent five separate districts. SCC is accredited by the Higher Learning Commission.

SCC was established by the Burlington School Board in 1919, and opened in 1920 as Iowa's second two-year college, Burlington Junior College (BJC). In the beginning, BJC offered general education courses which trained for careers in education and then expanded into vocational education in the post-war era. Keokuk Community College (KCC) was founded as part of the Keokuk public school system in 1953.

When the State of Iowa passed Senate File 550 in 1965 establishing the current community college system, BJC and KCC merged to become SCC. Today, students can choose from three dozen CTE programs, including those in agriculture, automotive technology, automotive collision, business, education, health, IT and multimedia fields. SCC is also a founding member of the Iowa Community College Online Consortium, which was established in 1999 to offer online courses and resources across seven of Iowa community colleges.

College outcomes are submitted annually through the Bureau of Community College's management information system with the results of the data available at IowaStudentOutcomes.com. In fiscal year 2024 (FY), SCC enrolled 3,737 credit students which includes 23.4% enrolled in CTE programs, 41.9% concurrent enrollment, and 683 degrees, diplomas and certificates conferred. The college also enrolled 3,287 noncredit students which includes 45.7% enrolled in CTE programs, 14.8% transferring to credit education after noncredit completion and 810 adult basic education students.

The Department team reviews outcomes in key areas related to student success, CTE and college readiness. The key areas are reviewed in five-year performance trends for the college, in comparison to Iowa's community college benchmarks and in comparison to national community college benchmarks. SCC's highlighted outcomes include:

- Two-year completion rates improved from 31.7% in 2020 to 39.5% in 2024 and six-year rates moved from 32.4% in 2020 to 42.1% in 2024.
- Student success rates at the end of year two improved from 43.8% in 2020 to 53.1% in 2024 and end of year six rates moved from 51% in 2020 to 58.2% in 2024.
- Transfer rates at the end of years two and six have improved slightly but remain lower than state benchmarks.
- CTE associate degrees were received by 38.4% of students which leads both national and state benchmarks.
- Students who needed developmental math became college ready (82.5%) at rates exceeding state (58.6%) and national (41.1%) benchmarks.
- Students reaching credit threshold expectations improved from 53.1% in 2020 to 58% in 2024 which exceeds both state (54.6%) and national (46.1%) benchmarks.

The Department team found no evidence of declining outcomes in any of the key outcome areas.

State Evaluation Summary

The Department's Bureau of Community Colleges conducted an interim accreditation evaluation of SCC that included a desk review of written materials submitted by the college, review of annual outcomes data and on-site assurance interviews conducted on October 1-2, 2025. Through the desk review process, the Department team confirmed compliance with state standards for Standard 1: Faculty Qualifications, Standard 5: Facilities, Parking Lots and Roads and Standard 8: Senior Year Plus, so no assurance interviews for those standards were required during the site visit.

The Department team was impressed with many aspects of the college.

- The college exhibits a culture of continuous improvement which uses data to drive decision-making and inform robust planning processes.
- Faculty and staff, who have significant longevity, highly value student success and are willing to go above and beyond to meet student needs.
- The college has developed comprehensive wraparound services focused on meeting student needs which have resulted in improved outcomes and engagement across the campus.

Standards for Accreditation

Prior State Evaluation

The 2021 Comprehensive State Evaluation Report identified one finding in Standard 3: Special Needs and Protected Classes. The report stated that the continuous nondiscrimination statement was not prominent and included in major plans, publications, handbooks and employment information. The Department team followed up in September 2021 and verified the continuous statement was included in the Strategic Plan, Quality Faculty Plan, Facilities Plan and Faculty Concurrent Enrollment Handbook.

Compliance with Higher Learning Commission (HLC) Criteria

The Department accreditation team reviewed the most recent HLC report and information available at the time of this evaluation. HLC conducted SCC's AQIP Comprehensive Quality Review in September 2019. The HLC team recognized SCC's commitment to continuous quality improvement by implementing the necessary processes to gather data, analyze data and make data-driven decisions.

The college's next Reaffirmation of Accreditation is during the 2029-30 cycle.

Finding: No accreditation compliance issues were noted during the evaluation.

Standard 1: Faculty Qualifications

All community college-employed instructors who are under contract as of July 1, 2011, who teach in career and technical education or arts and sciences (including adjuncts) are required to meet minimum faculty standards (Iowa Code section 260C.48).

To ensure compliance with the standard, the Department team provided SCC a list of 25 random faculty members who taught credit courses during the previous academic year. The college submitted documentation of qualifications for each of these faculty, including supporting material such as college transcripts, employment applications and third-party licensure or certification, if applicable. The Department team examined the files to determine whether the qualifications of each faculty member complied with Iowa Code for the courses they taught during the academic year (AY) 2024-2025. The Department team concluded that the faculty files were thoroughly completed, reviewed and documented by the college.

Finding: No accreditation compliance issues were noted during the evaluation.

Standard 2: Faculty Teaching Load

The teaching loads of full-time instructors must not exceed the faculty teaching load limits set forth in Iowa Code. This is the case for both career and technical instructors and arts and sciences instructors. If the instructor and the community college administration mutually consent then the instructor may be assigned additional teaching load. (Iowa Code section 260C.48).

To confirm compliance with this standard, the Department team reviewed instructional load documentation of the AY 24-25 for 25 randomly selected faculty members.

Finding: One faculty member was identified as exceeding the state code maximum teaching load. The college confirmed this assignment has been a consistent practice. To ensure compliance with this standard, the college should establish processes to ensure all faculty members are teaching below the maximum limit as outlined in Iowa Code section 260C.48.

To verify state standard compliance, the Department team will review additional randomly selected faculty load reports to ensure faculty load complies with the maximum credit hour teaching load standard on or around October 30, 2026.

Standard 3: Special Needs and Protected Classes

Community colleges shall provide equal access to the full range of program offerings and services including, but not limited to, recruitment, enrollment and placement activities for students with special education needs or protected by state or federal civil rights regulation. Students with disabilities shall be given access to the full range of program offerings at a college through reasonable accommodations (Iowa Administrative Code subsection 281-24.5(3)), with information regarding how to access such accommodations provided in a disability statement. In addition, community colleges shall have continuous and annual nondiscrimination statements ensuring access to educational programs and employment for state and federally protected classes. This nondiscrimination statement must list all state and federally protected classes; provide the name/title and contact information of the person(s) designated to coordinate equity, Title IX and Section 504 compliance and provide contact information for the Office for Civil Rights (OCR) regional office. The nondiscrimination and disability statements may be separate or the college may choose to combine them.

The Department team conducted a desk review prior to the onsite visit to review SCC's Americans with Disabilities Act (ADA) and nondiscrimination policies, statements and practices in marketing and recruitment publications, handbooks, the college catalog, the college website and sample course syllabi. During the site visit, the team reviewed additional documentation and conducted assurance interviews with faculty, students and staff associated with student special needs and disabilities services to ensure compliance with this standard. While on site, the Department team saw evidence of numerous collegewide efforts to create a welcoming environment for all students, provide accommodations for students with special needs and provide opportunities for underrepresented students in several programs of study. The Department team commends SCC's commitment to the success of all students. A sample of evidence includes:

- The needs of non-native English speakers are met through Google Translate embedded on the website, use of Zoom caption translations and recordings and translation earbuds so staff can communicate clearly and directly with students and their families.
- The Annual Notice of Nondiscrimination has all required components and is communicated out to all stakeholders regularly. Recommendations from the previous report were implemented.
- The Maxient software used for student complaints/grievances is easy to find on the website and has clear explanations and processes for the different types of complaints.
- Accommodation processes are easy to follow and willingly applied by faculty. The staff responsible for facilitating the accommodation process was well known by students, faculty and other staff.

During the desk review and site visit, the Department team noticed that the continuous notice of nondiscrimination was missing from several documents. Additionally, the recent required changes led to some

inconsistencies in the continuous notice across campus. SCC indicated they recently created a new standard operating procedure for updating and including the continuous notice, which will improve the process and catch any omissions and inconsistencies moving forward.

Recommendations: The Department team **recommends** SCC continue with the implementation of their new standard operating procedure to ensure the continuous notice of nondiscrimination will be consistent, prominent and included in all required documents. In addition, the Department team **recommends** that SCC update existing documents that are either missing or have a previous version of the continuous notice of nondiscrimination.

Finding: No accreditation compliance issues were noted during the evaluation.

Standard 4: Career and Technical Education (CTE) Evaluation

Iowa Code chapter 258, Iowa Administrative Code subsection 281-46.6(4) and Iowa Administrative Code chapter 281-21 include the state standards related to the offering of CTE programs. These standards include requirements related to program and award length, program content, labor market demand, articulation, advisory committees and more. All CTE programs, including both new programs and modifications to existing programs, must be approved by the Department. Community colleges are required to review at least 20% of their CTE programs annually.

The Department team reviewed SCC's CTE program review process, schedule and a random sample of recent CTE program reviews to ensure compliance with the CTE program review standards. The Department team also reviewed a random sample of CTE advisory committee materials to ensure compliance with standards related to advisory committee composition, roles and responsibilities.

The Department team identified that SCC reviews CTE programs every five years, but does not review 20% of programs each year as required by Iowa Administrative Code chapter 281-46. The college uses a template for CTE program review that was revised last year to include a faculty-driven SWOT analysis to identify realistic and measurable goals aligned with one or more of the state program review standards to form an action plan that can be achieved by the next program review cycle. Program faculty members present a summary of each standard, key insights gained from the review and a summary of the program's goals outlined in the action plan to an Academic Program Review Team, which consists of the lead program faculty member, Dean of Career and Technical Education, Vice President of Academic Affairs, Department Chair, Institutional Research Director, Program Advocate and Director of Curriculum and Assessment. The progress toward goal achievement is reviewed during annual meetings with the dean.

The Department team noted that during this academic year, the college recognized that additional program review documentation was needed, so a new template was developed to address the revised state CTE program review standards that includes a list of evidence with a list of questions to help faculty members in the program address each of the review standards.

The Department team was also impressed with the following practices related to program review at SCC:

- The revised program review process is more faculty-focused, including revised Academic Program Review team membership, less emphasis on the financial aspects of program review and more weight on other elements such as student success data and institutional student learning outcomes.
- The college is working towards redesigning several CTE programs to competency-based education.
- Program faculty members are responsive to students' needs. For example, some programs have adjusted their schedule to a four-day week so that students have more time to spend doing on-the-job training. Some faculty members have also made efforts to make programs more affordable for students, such as using open educational resources.
- The college makes a deliberate effort during the program review process to ensure that advisory councils are contributing towards CTE program curriculum. For example, their program review template asks about advisory council member composition, how members are recruited and how advisory council advice has changed the program and helped make improvements to the program. They also use an Advisory Council Handbook that includes the purpose of the advisory council, member roles and

sample documents. The Department team noted that developing this handbook was a recommendation during SCC's last accreditation review.

- SCC maintains a strong relationship with local school districts. The college makes intentional efforts to determine how high school courses align with the college curriculum. Additionally, SCC pairs Regional Planning Partnership meetings with advisory committee meetings, which allows two-way communication between high schools and the community college in regards to CTE programming.

Recommendations: Iowa Administrative Code chapter 281-46 requires that the CTE program review process includes specific components, including assessing if the program yields a positive return on investment for students, if the curriculum is current and relevant, if student outcomes are disaggregated and addressed by the program, if the program aligns to additional education and training opportunities and if pathways exist between secondary and postsecondary institutions. These standards were not addressed thoroughly in the college's previous program review template and through the examples the Department team reviewed. The newly revised program review template includes a more thorough review of each of the state program review standards. The Department team **recommends** that SCC ensure compliance with each of the program review standards by continuing to use their new template for program review.

Although the college has strong advisory council materials incorporated into the program review process, in the documentation provided, two of the programs did not meet twice per year, as required in Iowa Administrative Code chapter 281-46. The Department team **recommends** that the college ensure that advisory councils are meeting twice per year.

Finding: Iowa Administrative Code chapter 281-46 states that each community college will establish a process that ensures at least 20% of CTE programs are reviewed on an annual basis. Based on the evidence provided by the college at the time of the evaluation, SCC's CTE programs were being reviewed every five years, but 20% of programs were not being reviewed each year. The college has subsequently revised the CTE program review schedule and submitted documentation to the Department verifying it now meets administrative rule expectations.

Finding: The CTE program review process must address specific standards (Iowa Administrative Code chapter 281-46). SCC's previous program review materials did not address several of the state standards, including assessing if the general education curriculum is aligned with program outcomes, if the program provides opportunities for students to pursue other educational and/or co-curricular opportunities and if the program removes barriers for all students to access educational and employment opportunities.

To verify state standard compliance, the Department team will review, on or before October 30, 2026, the programs undergoing program review in AY 25-26 using the college's new CTE program review template.

Standard 5: Facilities, Parking Lots and Roads

Each community college must present evidence of adequate planning to the Department team, including a board-approved facilities plan (Iowa Administrative Code subsection 281-21.62(5)). The community college's plan must meet state and federal requirements as outlined in the state accreditation guide.

The Department team reviewed desk review materials related to compliance with the facilities, parking lots and roads state standard. SCC's most recent facilities plan was approved by the college's board of directors in May 2024 and complies with state standards. Additional desk review materials yielded no compliance concerns requiring an interim review assurance interview. A campus tour was conducted during the site visit. The Department team was impressed with SCC's dedication to improving the physical plant and facilities for students, staff and community including:

- A new FEMA-funded Safe Room that can accommodate 1530 people in the event of an emergency. The space also serves as a training space for the wrestling program and college/community event space.

- SCC's master planning is a collaborative process that utilizes effective communication to develop solutions in response to college needs. Extensive efforts have been made to involve campus stakeholders in master planning efforts through effective communication with the campus community.

Finding: No accreditation compliance issues were noted during the evaluation.

Standard 6: Institutional Effectiveness and Outcome-based Planning

Community colleges are required to update their strategic plans at least every five years as a guide for the college and its decision making (Iowa Administrative Code subsection 281-21.62(6)).

The Department team reviewed SCC's most recent strategic plan and interviewed selected staff to ensure compliance with this standard. The Department team identified several areas of strength related to institutional effectiveness and outcomes-based planning.

- Data analysis drives SCC's planning process.
- Efforts were made to engage many stakeholders including 439 responses to a planning survey, however; faculty seemed unaware of these efforts.
- Strategic plan includes broad strategic goals with strategies and initiatives to support them.
- Tactical plans cascade throughout the organization.

Recommendation: Limited evidence of regular reporting on strategic planning progress was presented. Faculty indicated limited knowledge of their connection to the strategic plan beyond tying professional development funding requests to the plan. The college may benefit from reviewing and improving internal and external communication methods related to institutional effectiveness and strategic planning progress. The development of a communications hub to regularly communicate these updates appears to be a promising strategy to pursue.

Finding: No accreditation compliance issues were noted during the evaluation.

Standard 7: Quality Faculty Plan

Iowa law mandates that community colleges plan for faculty hiring and professional development, with institutional Quality Faculty Plans (QFPs) needing to meet the standards outlined in Iowa Administrative Code subsection 281-21.62(7).

The Department team reviewed SCC's QFPs and conducted interviews with members of the college's QFP Committee to ensure compliance with these standards. The team also reviewed the documentation plans for a random sample of 25 faculty members.

The QFP Committee is a collaborative body, with faculty members appointed by the bargaining unit and administrators appointed by the college administration. This plan operates on an annual cycle: it is updated each year and subsequently reviewed and approved by the board every June. The college has provided board minutes confirming this annual review and acknowledgment, ensuring adherence to the required process.

SCC maintains robust systems for both new faculty mentorship and ongoing professional development for non-probationary faculty. The onboarding process is structured and supportive: upon being hired, each new faculty member is assigned two mentors for a three-year period. During this time, they collaborate with their immediate supervisor and mentors to develop a Professional Development Plan (PDP), which is formally reviewed within six months of the hire date.

For non-probationary faculty, the focus shifts to a three-year PDP designed to continuously improve instructional competencies and/or knowledge of their field or technical areas. This continuing professional development is a key component of the faculty evaluation process; faculty members log their development activities and submit an annual log to Human Resources.

Recommendations: To improve the college's processes, the Department team **recommends** formalizing professional development for all adjunct faculty by implementing clear, ongoing requirements and a system for tracking their participation. The Department team also **recommends** clarifying the current method for creating

professional development plans to include both instructional competencies and "customized" professional development opportunities through collaboration between faculty and their supervisor.

Finding: No accreditation compliance issues were noted during the evaluation.

Standard 8: Senior Year Plus Programs

There are a variety of requirements for Senior Year Plus (SYP) programs offered to high school students jointly enrolled in Iowa's community colleges. These requirements are included in Iowa Code chapter 261E. The Department utilizes the National Alliance of Concurrent Enrollment Partnerships (NACEP) accreditation process to ensure compliance with statutory requirements.

The Department team reviewed desk review materials related to compliance with the SYP state standard. SCC's latest NACEP re-accreditation was approved with no major areas of improvement required. SCC is accredited through 2027-2028 so will begin the re-accreditation process in 2027. Additional desk review materials yielded no compliance concerns requiring an interim review assurance interview.

Jump Start! is SCC's concurrent enrollment program. Jump Start program staff coordinate and monitor programming within the SCC service area. This work ensures continuity of SYP program processes and procedures, and includes the use of faculty liaisons to make certain the rigor of programming offered within the area high schools is the same as that of courses taught on the college campus.

The Department team was impressed with the effective procedures SCC has implemented to improve communication, intentional advising, successful completion of courses and pathway planning for students.

- SCC utilizes Dropout Detective to identify struggling students early in the semester to improve successful completion of courses.
- Advocates are embedded in every district to work directly with students to develop their educational plans and provide support.
- Status reports are run weekly with a referral to counselors for those students whose performance is below average.
- Concurrent enrollment staff are working with the Department to proactively address issues of compliance with the districts.

Recommendations: The Department team **recommends** that the college develop a process for communication with the district in the event an approved concurrent enrollment teacher has a long hiatus, is replaced or has their license suspended or revoked. The Department team **recommends** this process be added to the SYP contracts so each district is aware of their responsibility, and the information be included in all SYP handbooks. The Department team also **recommends** the college's SYP Student Handbook be updated to ensure the most current information about SYP laws, policies and processes are available for students.

Finding: No accreditation compliance issues were noted during the evaluation.

Standard 9: Student Services

Community Colleges must provide a program of student services to meet the needs of students as outlined in Iowa Administrative Code 281 subsection 21.62(9). This program will include a systematic onboarding process, programs and resources on financing college, a student-centered advising program, campus safety and security, and opportunities to supplement classroom learning.

The Department team conducted a desk review prior to the site visit to review SCC's student services programs and staffing. During the site visit, the team conducted interviews with faculty, students and staff to ensure compliance with this standard. While on site, the Department team saw evidence of numerous collegewide efforts to create a breadth of services designed to foster a safe and welcome environment for students during recruitment and onboarding and through programs and staff to assist students on their path to their career and academic goals. The Department team commends SCC's commitment to the success of all students through the services they provide including:

- Student advocates and student success teams advance SCC's guided pathways model to encourage faculty and staff collaboration and assign a dedicated person for students to rely on for assistance. The advocates track academic progress regularly to check-in with students and communicate with faculty as needed.
- Providing students unlimited access to free, online therapy through UWill.
- A Care Team to respond to student needs and referrals sent through the online "care referral" form.
- The "Back into Blackhawk" program that allows students to return to SCC in order to complete a program of study.

Finding: No accreditation compliance issues were noted during the evaluation.

Promising Practice Profile

The Department team identified a promising practice within the student services standard as an exemplary guided pathways student success model that may be beneficial for other colleges to replicate. SCC developed student success teams composed of faculty and staff aligned with the college's meta majors. The focus of SCC's student success teams is improving student retention and increasing student support-focused collaboration among faculty and staff. One mechanism for increasing communication and collaboration to support students is using Dropout Detective to identify and address student needs both inside and outside the classroom. The knowledge gained from the collaborative effort led the college to make significant changes to student orientation and onboarding programs, which has received positive feedback from students. Another solution arose when the business meta-major student success team identified that many students did not have access to a laptop, which is required for the program. The college remedied this barrier by selling laptops in the bookstore that could be purchased using financial aid funds.

Further, the student success teams are designed to meet the individual needs of students through regular communication. To achieve this outcome, a Student Advocate staff member serves as both an academic advisor and coach for students in the assigned meta-major programs. SCC initially created the advocate position as a result of the statewide guided pathways grant and then expanded the initiative by increasing the number of Student Advocates from three to ten positions by leveraging a Title III grant focused on extending the guided pathways program. Increasing the number of Student Advocates facilitated balancing the program and advising loads to develop expertise in the meta-major programs and increase the time available to dedicate to the unique needs of each student.

The impact of the student success teams and Student Advocate positions have made positive results which are evident in their student success outcomes data.

STICS Curriculum Review

The Department utilizes the State of Iowa Curriculum System (STICS) web-based platform for its program approval process, and maintains a database of approved programs and courses. STICS performs compliance checks on all programs offered by each college. Iowa Administrative Code subsection 281-21.3(2) offers further information.

The Department team conducted a compliance check of SCC's programs to ensure they meet state requirements. The review compared SCC's approved programs in the state's database with those listed in the college catalog. The review identified general misalignments and discrepancies between the college catalog and STICS. Programs were found to be in compliance regarding technical core, general education, or credit hour requirements. The college has agreed to make the necessary edits in a timely manner. The Department team interviewed campus stakeholders involved in the curriculum process. It was apparent from the session that SCC has a robust curriculum timeline and a strong shared governance model.

Recommendations: The Department team **recommends** standardized program naming. SCC uses shortened names throughout its catalog and website. Program names must be consistent across all materials and match the official names in STICS. The Department team **recommends** adhering to state terminology

guidelines Terms that contain or are synonymous with "major" or imply a specialization should not be used in transcripts, catalogs, or marketing materials to avoid student confusion. The Department team **recommends** eliminating restricted terms. The college uses terms like "transfer pathway," "transfer interest," and "licensure/transfer" for programs such as music and CAD. SCC should replace unauthorized "transfer" terms with alternative terms like "Academic Pathway" or "Advising Pathway."

Finding: The Department team identified numerous unapproved AAS Degrees in the SCC catalog. The college catalog and website list Associate of Applied Science (AAS) degrees that have not been approved by the State in STICS. The college explained that these were intended to be "pathways" under an existing approved AAS program but they are listed as separate AAS degrees including: Business Administration & Entrepreneurship (Entrepreneurship: Sport Management, and Legal Office Management); Agriculture (Animal Science, Agribusiness); Computer Aided Design Technology (Career Pathway and Transfer Pathway).

Finding: While an approved AAS program may encompass several other AAS, diploma, or certificate awards, each award requires separate state approval. If multiple awards are offered, they may not be marketed independently but must be advertised in conjunction with the primary approved AAS program. They should not be advertised separately to potential students.

The Department team will conduct a STICS curriculum compliance review of the 2026-27 college catalog and college website on or before November 2026.

Compliance with Non-Accreditation State or Federal Requirements

Finding: No compliance issues were noted during the evaluation.

Department Team Recommendation

The Department of Education community college accreditation team recommends continued accreditation for Southeastern Community College.

A state comprehensive accreditation evaluation is scheduled for AY 30-31.