REPORT OF A COMPREHENSIVE EVALUATION VISIT

TO

Shawnee Community College
Ullin, IL

October 27-29, 2014

FOR

The Higher Learning Commission
A commission of the North Central Association

EVALUATION TEAM

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I. CONTEXT AND NATURE OF VISIT

A. Purpose of Visit
The purpose of the visit was a comprehensive evaluation for reaffirmation of accreditation.

B. Institutional Context
Shawnee Community College is centrally located within its college service district in Ullin, Illinois and serves a chiefly rural, commuting student body. The college provides instruction at 4 additional sites: the Anna Center, Metropolis Center, Cairo and Southern Illinois Collegiate Common Market (SICCM) which offers a limited selection of health sciences degree programs. The college has been accredited since 1974 and has gained maturity and experience in offering new degree programs and online instruction. The college functions as a comprehensive community college offering developmental, transfer, career programs and serves its community through a recently revitalized community/continuing education unit.

C. Unique Aspects or Additions to the Visit
The institution submitted a Change Request for three of their four off-campus locations: the Anna Center, the Metropolis Center, and the Southern Illinois Collegiate Common Market (SICCM) for location approval by the Commission. Rather than complete these location visits during the team's comprehensive visit, one of the team members visited these sites three weeks earlier. Those reports have been submitted separately.

D. Additional Locations or Branch Campuses Visited (if applicable)
During the comprehensive visit, a team member visited the Cairo Extension Center. This small facility includes five classrooms and a computer lab. Courses can be received via ITV from one of the other centers or the main campus. The facility is adequate for the courses being taught, provides for handicapped accessibility and provides office space for faculty and staff; vending is available for students. Staff assigned at this location includes a Center Director/Advisor, a part-time assistant, and a student worker. Student services are equivalent to those offered at other extension centers. As with other locations, students are required to travel to the main campus for orientation, to pick up textbooks, and to check out hard copy materials from the library.

E. Distance Delivery Reviewed
Team members reviewed a sample of Shawnee's online course offerings in the Moodle platform. The design of the courses is generally consistent, following a standard template. The quality of the courses is generally strong, engaging students in the subject matter and with one another and creating an active learning environment. The institution offers generic liberal arts and sciences AA and AS degree programs designed as lower division transfer programs. The college provides consistent student services and support and follows its own on-campus practices for online faculty credentials. Appropriate processes are in place to ensure educational quality, student support, and verification of student identity.
II. COMMITMENT TO PEER REVIEW

A. Comprehensiveness of the Self-Study Process

Self-study preparation at SCC began three years before the onsite visit. The college followed conventional approaches in defining the management and operation of the self-study process with sub-groups assigned to each Criterion led by co-chairs. The self-study process included representation from faculty and staff across the college’s many units and locations. Criterion Committees met regularly, surveyed constituents and presented both narrative and data in draft form for input by constituents. Though written clearly, the team experienced the document as chiefly descriptive narrative rather than content that had been evaluated and analyzed.

B. Integrity of the Self-Study Report

The Self-Study adequately represents the college’s current strengths and challenges. The Self-Study effort was undertaken seriously and included broad participation from all college departments and locations.

C. Adequacy of Progress in Addressing Previously Identified Challenges

The issues cited by the previous team were addressed or remedied, though the team notes that the college has not yet adequately dealt with the conduct of assessment and improvement of student learning through the assessment process. This topic is explained further in the pertinent Criteria.

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

Requirements were fulfilled.

III. COMPLIANCE WITH FEDERAL REQUIREMENTS

The team reviewed the required Title IV compliance areas and the student complaint information.

IV. FULFILLMENT OF THE CRITERIA FOR ACCREDITATION

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

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

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

Subcomponent 2. The institution’s academic programs, student support services, and enrollment profile are consistent with its stated mission.
Subcomponent 3. The institution's planning and budgeting priorities align with and support the mission.

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

Evidence:
- The college's Mission, Vision and Values have been reviewed twice formally since the last comprehensive visit. In preparation for both the 2009-2014 and the most recent 2014-2019 Strategic Plan the college received both community and campus input. Additionally, the Board reviews the Mission statement annually at its retreat. The current Mission statement has been repeatedly endorsed and affirmed by the college's many stakeholders.
- Board of Trustees approval of the Mission/Vision/Values and the 2014-2019 Strategic Plan confirm appropriate Board engagement in determining how the college should proceed to fulfill institutional purposes.
- The current variety of associate degree programs reflects the comprehensive community college role that SCC has in its service district. Student support services are also comprehensive and are designed to support the intended student audience.
- Review of budgets over a three year period confirms that the college sets priorities for funding and supports the quality operation of its academic programs and the services required to create an environment for student success.

Core Component 1B: The mission is articulated publicly.

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

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

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

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

Evidence:
- SCC's Mission statements are publicly available through a variety of media: catalog, websites, institutional printed material, and institutional reports to the state as well as through public local presentations made by college personnel. Interviews confirmed that both public and internal stakeholders understand the college's role in the
community.
- SCC’s degree programs along with customized training services for employers and a recently reinvigorated/re-invented Community Education program have strengthened the college’s identity throughout the district. Advisory Council members confirmed the importance of the college role in workforce preparation and development.
- The college has a large baccalaureate transfer function and accordingly has forged appropriate agreements with many institutions throughout the state and in border state regions.

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

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

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

Evidence:
- SCC’s program offerings represent responsiveness to the diverse employers in its district in health care, business, the trades and for its core transfer function. Whether through credit or non-credit offerings, the college responds to employer needs and workforce demands. The college recognizes that students have diverse learning styles and uses ITV, hybrid, face-to-face instruction and online instruction as responses to this diversity.
- Support services have evolved over recent years in response to a changing and diverse student body. Conventional services, e.g., tutoring, advisement, career counseling, etc. as well as specialized services, e.g., Veterans, Trio, athletics and co-op experiences and a variety of clubs and organizations all contribute to making students feel welcome and supported.
- The college’s commitment to the public good is clear. Whether through academic programs, workforce development/economic development activities, hosted campus events, facility usage or participation in community activities, SCC continues to affirm its interest in strengthening its service district through education, training and service.

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

Subcomponent 1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
Subcomponent 2. The institution’s educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
Subcomponent 3. The institution engages with its identified external constituencies and
communities of interest and responds to their needs as its mission and capacity allow.

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

**Evidence:**
- SCC has a strong relationship with its surrounding communities evidenced through active employer and industry participation in college curriculum and campus life. The college serves its community not only as an institution of higher education but also as an integral part of the area’s economic development.
- The college responds to business and community interests through the operation of its Community and Continuing Education unit. Short-term courses, summer programs, specialized consulting services from college employees and elsewhere and the availability of campus facilities for community organizations and events are examples of how SCC fulfills its role in community service. SCC regularly demonstrates its value to the public and the district it serves.

**Team Determination on Criterion One:**
- X Criterion is met
- Criterion is met with concerns
- Criterion is not met

**Summary Statement on Criterion:**
The SCC Mission, Vision and Values statements are current, widely shared and well understood. Community stakeholders have confirmed their understanding of the Mission statements through the recent Strategic Planning open forums where they had an opportunity to voice their perspective and ideas for the college’s evolving role. The Mission statements are reviewed annually by the Board of Trustees.

SCC serves a diverse student body and has designed its services and resources to serve students from dual credit/dual enrollment to college preparatory on to associate degree and transfer. The campus experience provides opportunities for students to fulfill both leadership and service roles while also participating in clubs and organizations that support their communities. With an active and supportive Board, the institution has forged strong relationships with the many communities it serves and has positioned itself for continued institutional growth that is driven by clear purposes.

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

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

Team Determination:  
- [X] Core Component is met
- ___ Core Component is met with concerns
- ___ Core Component is not met

Evidence:
- The Shawnee Community College Board of Trustees establishes ethical policies, procedures and practices for the College. Published materials have been designed and adopted to meet the specific needs of the College and the district it serves. These policies have been adopted by the Board of Trustees and published in their policy manual.
- External audit reports for FY 2011, FY 2012 and FY 2013 confirm that Shawnee Community College follows accepted financial practices and there have been no deficiencies in its financial records.
- The Shawnee Community College Board of Trustees has established policies and determined professional expectations/behaviors for all employees. These policies are published in employee manuals which are widely distributed via publications and website. The team confirmed employee awareness and understanding of policies and expectations of them in their professional roles.
- Employee groups and student groups verify that the policies and procedures described in the various student manuals are followed by the institution in its daily operations.

Core Component 2B: The institution presents itself clearly and completely to its students and the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Team Determination:  
- [X] Core Component is met
- ___ Core Component is met with concerns
- ___ Core Component is not met

Evidence:
- A review of the college Catalog indicates that the College accurately documents program requirements, the credentials of the faculty and staff, tuition and fees, the authority granted to the college, and institutional and programmatic accreditation relations. This documentation allows the college to communicate clearly with its various stakeholders.
- The Shawnee Community College website includes links to the documents cited above providing public access to current policies and procedures, degree requirements, employee credentials, and costs of attendance. The College website is regularly updated so as to ensure that current public information is available.
- Shawnee Community College publishes its tuition and fee schedule in a format that is understandable for members of their community, students, prospective students and their families so they can easily compute the cost of their education.
- A review of the transcripts of the 2013 Shawnee Community College graduates shows that the institution awards certificates and degrees in accordance with the requirements and the policies set forth in the college Catalog.
Core Component 2C: The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

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

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

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

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

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

Evidence:
- Board of Trustees minutes and the meeting with a majority of the Board Members confirm that the members debate issues, purchases, and policies to determine how these decisions enhance the institution's ability to serve students and enhance learning.
- Shawnee Community College Board members outlined the process by which a newly open public member position was filled: Board members themselves sought candidates, vetted and interviewed them. The conversation with the Board of Trustees clarified the independence they exercise with respect to decision making, including Board structure.
- Shawnee Community College Board Policy clearly indicates the role of the board with respect to the college administration and empowers the President as the Chief Executive Officer to operate the college on a day to day basis.
- Board members are guided by a Code of Ethics documents defining required professional behavior in the execution of their duties.

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

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

Evidence:
- Shawnee Community College Board policies support both faculty and student rights to freedom of expression without repercussion within the context of debating ideas.
openly and with respect for individual perspectives/opinions. The College respect for academic freedom of expression promotes an environment of free discussion of ideas and concepts.

- Faculty members confirmed that in their pursuit of knowledge and in their teaching this freedom of expression enhances the learning experience of the students.

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

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

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

*Subcomponent 3.* The institution has and enforces policies on academic honesty and integrity.

**Team Determination:**

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

**Evidence:**

- All SCC syllabi include institutional policies concerning students’ ethical use of resources and the definition and consequences of plagiarism. Students are required to cite both print and electronic sources adequately and properly.
- The college catalog states that cheating, plagiarism, and other forms of dishonesty are prohibited thereby reinforcing the classroom policy.
- SCC syllabi and student manuals clearly state the penalties for misrepresenting the work of others as their own, e.g., cheating and plagiarism. The team confirmed that these policies are supported and enforced by the administration.
- The SCC library staff provides guidance to all students on the appropriate use of resources through their participation in new student orientation activities and their assistance to students seeking library guidance.

**Team Determination on Criterion Two:**

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

**Summary Statement on Criterion:**

In the execution of their duties it is clear that the faculty staff and Board of Trustees are focused on the good of students. Specifically, the Board considers the interests of the students and the college overall when making its decisions, as evidenced by their actions and the minutes of the monthly meetings which are available to the public on the institution’s website. The institution’s commitment to and support of academic freedom is clearly stated in Board policy. Discussions with faculty during the sit visit confirmed institutional support for freedom of expression as well as information to students on the responsibilities and rights associated with academic honesty. The institution operates with integrity in its financial, academic, personnel, and auxiliary
functions using fair and ethical policies and procedures which are shared through various media. The College makes significant efforts to provide training for all faculty on applicable policies and procedures and the Human Resources office disseminates personnel policies and procedures to all employees in addition to providing a comprehensive new employee orientation.

**CRITERION THREE: Teaching and Learning: Quality, Resources, and Support.** The institution provides high quality education, wherever and however its offerings are delivered.

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

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

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

**Subcomponent 3.** The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

**Team Determination:**

- [ ] Core Component is met
- [x] Core Component is met with concerns
- [ ] Core Component is not met

**Evidence:**

- Illinois Public Act 86-0954 requires all community colleges providing baccalaureate-oriented degree programs to establish and have in effect minimum entrance requirements comparable to those of state universities. Full admission is granted with appropriate ACT scores or with previously earned college credit. This policy is intended to ensure college-level readiness of incoming students.

- Students demonstrate appropriate college-level preparedness through Asset and COMPASS placement testing. Students not meeting college-level expectations are enrolled in coursework designed to enhance their knowledge and skills in the areas of reading, writing, and mathematics. This approach reinforces the college's expectation of rigor and college-level skills and knowledge in all coursework.

- The institution has created three Academic Core Competencies: Communication Skills, Employability, and Problem Solving, which are further divided into several sub-areas that all graduates should have mastered upon completion of their degree programs. All of the courses taught are tied to one or more of these Academic Core Competencies as evidenced by sample syllabi. These Academic Core Competencies also serve as the learning outcomes for the general education program in absence of separate, explicitly stated outcomes for that program. These competencies provide specific learning goals for all students, although the ways in which these competencies are measured within courses is unclear. The institution needs to consider how it can best approach measuring its general education requirements and may want to consider identifying a separate set of learning goals for its general education program and involving more direct ways of measuring a student's
completion of those goals. The institution may also consider revising the Academic Core Competencies so that it can measure a more efficient number of competencies more effectively.

- Programmatic learning outcomes are identified by faculty and recorded on the annual Continuous Quality Improvement (CQI) form which is transferred into the assessment repository WEAVEOnline where any data tracking and reporting is completed. Some but not all degree programs include measurable learning outcomes. The CQI form also identifies objectives, measures, action plans, and findings, and is a tool designed to link assessment with planning and budgetary needs. However, many of these outcomes are not written in measurable terminology making assessment of those outcomes difficult. Some of the programs tie the learning outcomes to active assessment practices though overall there is little evidence that direct measures of the programmatic learning outcomes are in place across the curriculum.

- A sample of syllabi indicates that course level student learning outcomes are consistent across all locations and modes of instruction. Each learning outcome is linked to one or more of the Academic Core Competencies, although the sample syllabi differ in which competencies are tied to which outcomes. If these student learning outcomes are truly tied to the Academic Core Competencies for assessment purposes then the linkages need to be consistent.

- The college’s adherence to state policies and guidelines assists in ensuring that levels of performance are appropriate and consistent across all modes of delivery. The SCC/ICCB rules and policies provide a format for development of curriculum and programs. Approved courses must meet ICCB guidelines for transferability which ensures student mobility among Illinois colleges.

- A lead instructor (full-time faculty member) is assigned to each course in the curriculum and maintains the course’s expectations, learning outcomes, and rigor. Adjunct faculty teaching that course are periodically required to submit graded artifacts from the course to the lead instructor who evaluates the artifacts to ensure consistent expectations and rigor are met. While this approach may be useful in norming grading practices within a course, this process is not currently realizing its potential to be used as a measure of student learning contrary to the institution’s intent.

- The Southern Illinois Collegiate Common Market (SICCM) consortium provides Shawnee students with five program accredited health sciences occupational programs in collaboration with four other higher education institutions. General education/liberal arts courses are provided by each partner college while major field courses are offered through the consortium function/faculty. The degrees earned are awarded by each of the 5 colleges participating in the consortium. Core classes and lab facilities are provided at the SICCM location and taught by SICCM faculty. This consortium is a unique opportunity to provide students with high-cost programs at minimal cost to each partner institution.

- The Associate Degree in Nursing program listed in the college catalog shows a total of 87 credit hours necessary for completion. This is the one degree of the 26 SCC degree programs that falls outside the bounds of practice and convention and expectations in Federal Compliance. The institution is aware of this issue and is in the process of addressing it.

- Dual credit courses are currently offered at 10 of the 12 area high schools, providing a strong recruitment tool and helping to meet the mission of the college. Dual credit courses are offered free of charge to high school students who can also participate
enroll in Dual Enrollment courses on the main campus or at an extension center though full tuition payment is required in the latter enrollment. The college should note that the Vienna High School dual credit offerings are nearing 50% of the associate degree program, and as such, SCC may need to submit a Change Request to seek Commission approval for the high school as an additional course location.

- The Southern Illinois Collegiate Common Market, as a consortium among seven higher education institutions, maintains its own processes for curriculum development, assessment of student learning, faculty hiring and evaluation, and other academic matters. While Shawnee does provide evidence of approving program requirements/curriculum at SICCM and awarding the credit for the coursework taken, no consortial agreement exists to explain and codify the academic procedures at SICCM and how they relate to Shawnee. Consequently, Shawnee cannot maintain ownership of the academic and curricular matters at SICCM as would traditionally be expected for an institution's off-campus location. Such an agreement document needs to be drafted and approved by the Commission in order for this consortium arrangement to meet HLC criteria for approval. Further details regarding this concern are included in the Additional Location Confirmation Visit Report submitted to the Commission separate from this comprehensive report.

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

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

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

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

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

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

Team Determination:  

_X_ Core Component is met  
_____ Core Component is met with concerns  
_____ Core Component is not met

Evidence:

- The general education program at Shawnee consists of a menu of courses approved by the Illinois Articulation Initiative (IAI) designed to unify and facilitate transfer of coursework across the state. State defined requirements ensure that the College's
requirements are appropriate for the mission and level of education offered. Each
degree program identifies specific courses that may be used to meet the general
education component of the degree. No separate learning outcomes exist for the
general education program apart from the institution’s Academic Core Competencies
for all graduates.

- All certificate and degree programs at the College incorporate a general education
  component. Degree programs are designed to provide a breadth of knowledge and
  skills pertinent to the purpose of the degree.
- All courses taught at the institution list learning outcomes that are tied to one or more
  of the Academic Core Competencies. These competencies engage students in
  written and oral communication, in critical thinking and problem solving, and in
  preparation for employment. However, a lack of direct measures of these
  competencies leaves the institution without a clear understanding of how successful
  students are at meeting these competencies.
- The general education program does not specifically identify coursework or other
  requirements that recognize the cultural diversity of the world. The self-study
  identifies a handful of courses that incorporate cultural diversity within the curriculum,
  but these courses are not necessarily embedded into each student’s required
  coursework for degree completion.

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

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

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

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

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

Subcomponent 5. Instructors are accessible for student inquiry.

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

Team Determination:  

_X_ Core Component is met
___ Core Component is met with concerns
___ Core Component is not met

Evidence:

- A review of personnel records verified that faculty and staff credentials are
  appropriate to their positions and titles. Dual credit and adjunct faculty must hold the
  same credentials as full-time faculty.
• The institution employs 38 full time faculty and over 120 adjunct faculty, which appears to be meeting the academic needs of the population. Full time faculty teach 15 credits per semester and hold 2 office hours per day. Documents and conversations confirm that faculty also have primary responsibility for the curriculum and curricular changes.

• In accordance with Article IIIB of the Illinois Community College Act, faculty is granted tenure after three years of employment. The primary benefit of tenure is a formal evaluation every three years.

• Non-tenured full-time instructors are evaluated each year by the Vice President of Instructional Services or designee, following standardized procedures. Tenured full-time faculty are evaluated every three years. Adjunct faculty are evaluated by the extension center directors or a designee of the Vice President. The faculty evaluation process includes student course evaluations, a self-assessment, and an in-class observation, concluding with a conference. A new evaluation instrument has recently been devised that incorporates more feedback and areas for improvement.

• Shawnee provides varied in-house opportunities for faculty and staff training and professional development. Four days each year are set aside for professional development. Additional funds are available for other types of professional development though recent budgetary constraints have prohibited much off-campus conference travel.

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

**Subcomponent 1.** The institution provides student support services suited to the needs of its student populations.

**Subcomponent 2.** The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

**Subcomponent 3.** The institution provides academic advising suited to its programs and the needs of its students.

**Subcomponent 4.** The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution’s offerings).

**Subcomponent 5.** The institution provides students guidance in the effective use of research and information resources.

**Team Determination:**

- [X] Core Component is met
- ___ Core Component is met with concerns
- ___ Core Component is not met

**Evidence:**

• The Campus library provides ample resources to students and faculty alike. Subscriptions to databases, study spaces, and computer access allow students the resources and physical space to conduct research and study. Most library resources
are available online, providing students at extension centers and elsewhere easy access. Of note though is the that checking out books from the library is only available by visiting the main campus in person presenting both efficiency and convenience issues for students at the college's other centers.

- Nearly all classrooms are “smart classrooms,” equipped with instructor computer stations, projection equipment, and other technologies. The college also offers many courses through ITV allowing courses to be broadcast to extension centers. Adequate technological support exists to support teaching and learning.
- The Teaching and Learning Center provides instructors with technological resources, training, and other pedagogical opportunities to enhance the learning environment.
- Online courses are delivered through the Moodle learning management system. A dedicated Moodle support technician provides training to faculty, assistance to students and faculty, and encourages course design in alignment with the Shawnee Quality Online Course Initiative (SQOCI). While the faculty is not required and minimally incentivized to follow the SQOCI standards, the initiative provides for a heightened quality of online course design. A review of online courses confirms an appropriate level of quality. Staff members stated that the institution is considering membership in Quality Matters to assist in ongoing quality development of online instruction.
- The college’s student Orientation course, certain library services, and textbook services are only offered on the main campus though textbooks can be mailed to students at off-campus sites with a shipping charge. In order for the college to more fully meet its mission of accessibility and to provide a full complement of services to online students, the college should consider ways to provide these services to fully online students without requiring them to travel to Ulin.
- The college provides a strong variety of necessary instructional support services to students, including testing, face-to-face and online tutoring, a writing center, academic advising, library services, TRIO programs, counseling services, veterans’ services, career services, and technological support.
- The college utilizes a vibrant Early Alert (EA) system to target students who have academic or personal counseling needs. The EA system is managed by a licensed clinical social worker who will contact students, connect them to tutoring or other academic resources, and will meet with students—off campus if necessary—to discuss personal issues. Faculty or staff who report students to the system are immediately notified of the results through the college’s online portal.
- The facilities at the Ulin campus are clean, modern, and technologically current. Classroom spaces are well designed and equipped with necessary technology, and instructional spaces are dedicated for science lab use, art classes, theatre classes and performances, computer lab use, and other technical programs such as cosmetology, nursing simulation, and auto mechanics. The campus features a modern fitness center, a large cafeteria and student lounge space on an attractive location.

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

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

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

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

Evidence:
- The Center for Community and Economic Development is a vibrant engine that provides business and industry training, small business development services, continuing education opportunities, and many other services that positively impact the community and facilitate effective business operations in the five county area. Members of program advisory committees and local business owners spoke to the training and resources that SCC provides to the area that are essential in strengthening and growing local business and the area economy.
- The college offers a strong complement of co-curricular opportunities to its students, including student senate, intercollegiate and intramural athletics, drama club, various honor societies, veterans club, and scholastic bowl. The college also provides enrichment and educational opportunities to students and the community, such as career fairs, blood drives, school supply drives, college transfer fairs, GED programs, and other opportunities for engagement.

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

Summary Statement on Criterion: Shawnee Community College supports and values student learning. The ample student resources, support services, and co-curricular activities enhance the learning process and provide students with the necessary foundation and support to succeed in the classroom. Off-campus extension centers and the approved online programs are assets to the college, helping to meet the mission of providing accessible educational opportunities across the service region. To ensure that students at extension centers and online are provided equivalent support and access to resources, Shawnee should consider how it can adjust processes so that students are not required to travel to the Ullin campus to pick up textbooks, check out library materials, or complete the required new student orientation. Overall, the faculty and staff support is sufficient in number and in qualifications to provide the necessary functions and operations of the college. The curriculum at Shawnee is appropriate in purpose, breadth, and rigor for the college’s mission and degree programs. Clear processes exist to determine college-level readiness of incoming freshmen. The Academic Core Competencies provide a clear set of goals for all college graduates, and the competencies also guide the curriculum. While these competencies are clearly stated, they currently are not tied directly to any measures, thus they are not easily assessable. This raises the question as to how the college can be assured that college graduates have actually met the expectations of these core
competencies. Similarly, while some degree programs have listed outcomes and student learning objectives, they are not consistently written in measurable terms, nor are they clearly and consistently assessed with tools that directly measure the stated outcomes. Course-level student learning outcomes are generally stronger in terms of being stated in measurable terms and in being directly assessed.

SCC has a strong foundation and network to support quality student learning and for achieving a practical and useful plan for the assessment of student learning. The college must continue to work toward the goal of fully realizing a comprehensive assessment process to serve them and students, a concern which is more fully addressed in Criterion 4. Due to concerns with the clarity of statements for student learning outcomes and its companion work in assessing student learning, the team recommends a focused visit on the assessment of student learning which would include an evaluation of a comprehensive assessment plan and the identification of specific and measurable learning outcomes in the course, program, and general education areas.

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

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

Subcomponent 1. The institution maintains a practice of regular program reviews.

Subcomponent 2. The institution evaluates all the credit that it awards, including what it awards for experiential learning or other forms of prior learning.

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

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

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

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

Team Determination:

_X_ Core Component is met
___ Core Component is met with concerns
___ Core Component is not met
Evidence:

- Shawnee Community College’s assessment plan details the process for regular program review. In following guidelines set up by the Illinois Community College Board (ICCB Administrative Rules, Section 1501.303D, p30), Shawnee’s process is intended to measure program need, quality, and cost on a five-year cycle. Institutional Research created a program review template that reflects the ICCB’s minimum requirements, and developed a schedule for programs to be cyclically evaluated. The College recognizes that a five-year cycle is not providing frequent enough information and review to assess the viability and quality of programs. As such, the College is facilitating a transition to a program review cycle every three years. While Institutional Research is critical in providing support for a review process, the College would benefit from increased engagement from program faculty.

- SCC’s Policy #9150 Admissions Policy outlines the process for accepting transfer credit, awarding credit for experiential learning, credit by examination, and proficiency credit. The college’s registrar uses the American Council on Education’s (ACE) guidelines in order to award credit for experiential training for military experience. Many of the veteran students with whom reviewers spoke have benefitted from this practice. Additionally, the SCC Catalog notes that experiential credit is also available for those students completing the Police Training Institute and the Department of Corrections training course.

- The College Catalog outlines the process for credit by examination and steps for the College Level Examination Program (CLEP). Staff from the Student Success Center stated that students benefit from multiple methods for earning credit toward degrees and can further learn about those choices on the college’s website.

- The quality of credit to and from transfer institutions is assured by following guidelines set up in the Illinois Articulation Initiative (IAI). This statewide articulation agreement allows students to transfer credit that readily counts towards a common core of general education courses. A report of Shawnee IAI courses indicates that courses are periodically reviewed for transfer integrity as well.

- SCC’s master course record in which course pre-requisites, learning objectives, and student expectations are documented is the syllabus. Lead (full-time) faculty members develop course syllabi. Shawnee Community College’s Curriculum and Instruction Committee maintains the responsibility for reviewing pre-requisites for courses and the rigor of college level course work. Faculty members confirmed that development of new courses and programs begins with individual faculty, is approved within the academic department, and then is reviewed through an approval process in the Curriculum and Instruction Committee. New programs are approved by the Board of Trustees, and also need approval from ICCB or the Illinois Board of Higher Education pursuant to state law. This process ensures that curriculum is faculty-driven and that the institution is exercising authority over that curriculum.

- SCC has an Early Admission procedure for high school students who wish to gain college credit while still in high school. The procedure is outlined on the website and is governed by ICCB Administrative Rules Pertaining to Dual Credit, and College Policy. As defined by the guidelines, courses must meet college-level rigor, be included on the IAI Initiative list of acceptable transfer courses, and be taught by qualified instructors. A review of course syllabi for dual credit courses indicated that pre-requisites, course objectives, and student expectations matched those of the same course taught for regularly admitted college students.
• Faculty qualifications are consistent whether teaching dual credit in the high school, an extension center, or on SCC's main campus. Academic administration maintains a "Dual Credit Agreement" with participating high schools. The "Dual Credit Agreement" ensures agreement from the Superintendent/School District to adhere to the requirements for instructor qualifications, to teach from the SCC master syllabus for the course, and to provide student learning outcomes assessment data.

• SCC maintains specialized accreditation in five program areas offered through the Southern Illinois Collegiate Common Market (SICCM), these include: Surgical Technology accredited by the Commission on Accreditation on Allied Health Education Programs; Health Information Technology, accredited by the American Medical Association and the American Health Information Management Association, Occupational Therapy Assistant accredited by the Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association; Veterinary Technology accredited by the American Veterinary Medical Association and Medical Laboratory Technologist accredited by the National Accrediting Agency for Clinical Laboratory Sciences.

• As part of its quality review of programs, Shawnee Community College evaluates the success of its graduates. The primary mechanisms include: tracking employment rates, the graduate follow up survey administered six months after graduation, internship completion rates, and feedback from industry partners on intern performance. The Self-Study indicated that Institutional Research administers the Graduate Follow-Up Survey and that the data are analyzed in the Career Services Department. There were no results data available for the Graduate Follow-Up Survey. Staff reported that the response rate for the Graduate Follow Up Survey is less than 10%. Data provided on internships show little by way of trends in completion rates other than that the number of offerings has declined over time and the completion rates are relatively low.

• Since there has been limited response on surveys, the College depends primarily on interactions between faculty members and former students to gather anecdotal evidence that graduates are well prepared for continued study at transfer institutions or well prepared for the workplace. In light of this, the college may need to employ other methodologies that include more personal contact such as telephone interviews/surveys or meetings with employers to obtain the valuable information needed on the success of graduates.

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

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

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

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

Subcomponent 4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.
PEAQ Comprehensive Evaluation Report

Team Determination:  
___ Core Component is met  
X__ Core Component is met with concerns  
___ Core Component is not met  

Evidence:

- Shawnee Community College developed a new policy in July 2014 declaring its commitment to "assessment for continuous improvement of student learning and teaching strategies." The policy briefly refers to the Assessment of Student Learning Plan for an outline of assessment processes and procedures. According to the Assessment Plan, it is the responsibility of the Student Academic Assessment Committee to develop, update, and evaluate the assessment plan, review student outcome data, and identify program improvement needs.

- As referenced in Criterion 3A, at the institutional level, SCC has three categories of core competencies - communication skills, employability and problem solving - that are further refined as ten learning outcomes. Since neither the SCC Catalog nor the Syllabus Template defines the Core Competencies, it is unclear how these competencies are communicated to students. While course-level objectives are indirectly linked to the core competencies on several sample syllabi reviewed by the team, the core competencies themselves were not defined for students. Moreover, there was no evidence that the College was directly assessing its Core Competencies. The Student Academic Assessment Committee recognizes that direct assessment of the Core Competencies is needed and plans to create common rubrics for implementation within the next year. The College may also consider strategies for communicating its core competency learning expectations with students more directly.

- At the program level, several though not all programs have student learning outcomes documented in WEAVEOnline. WEAVEOnline is a software database tool that SCC is nominally using to track academic program goals and outcomes, and service unit goals. A review of summary reports from WEAVEOnline indicated that not all programs have measurable learning outcomes documented; programs that have outcomes may not have assessment measures or findings were missing. While academic programs are expected to fill out a "Continuous Quality Improvement" Worksheet annually documenting the results of assessment, it appears that these worksheets serve more as an annual plan of activities rather than improvement actions to be taken as a result of the assessment of program learning outcomes. Regardless of the tool the College chooses to implement in order to track learning outcomes, assessment results, and actions for improvement, a specific and clear process must first be developed that begins with identifying specific and measurable program learning outcomes. The Student Academic Assessment Committee indicated that an additional next step is to confirm that all degree programs have measurable learning outcomes and then create curriculum maps to show how individual courses support these program learning outcomes.

- While it would appear based on the Student Academic Assessment Plan – Timeline that there is systematic collection, analysis, and utilization of the data on an annual basis, an examination of program outcomes and action plans in WEAVEOnline leads to the conclusion that not all programs are participating at the level required by the institution and necessary to provide for a valuable cycle of learning outcomes review.

- The Assessment Plan calls for the program review process to include a section on the results of assessment of student learning. After reviewing the most recent set of program review documents that included 14 career and technical programs, one
liberal arts program, the developmental education program, and one service unit, reviewers found there were no reviews for seven of the career and technical education programs because the programs had been placed on "inactive status." Of the seven remaining career and technical education programs, the reviews identified the program objectives, presented enrollment and graduate trends, provided cursory statements regarding strengths and weaknesses of program quality and cost effectiveness. While there was evidence that programs made changes to curriculum as a result of feedback from advisory groups, the review of program quality was focused primarily on facilities, equipment and staffing levels, and had little to do with student achievement of programmatic learning outcomes. Moreover, several reviews included no measurable program learning outcomes.

- According to college administration, learning outcomes for co-curricular programs have not been completely and formally established. For the service areas that support students, point-of-service surveys are used to collect feedback for improvement. However, they do not appear to be linked to learning outcomes. SCC should consider measuring co-curricular activities in a manner that recognizes that the co-curriculum can support the attainment of general education goals/core competencies as well as specific academic program goals.

- The Master Syllabus Template requires documentation of course level learning objectives; several sample syllabi reviewed by the team confirm that this is the practice. Conversations with general faculty and those serving on the Student Academic Assessment Committee indicated that individual faculty members determine the assessment method used to measure the course learning objectives. A primary mechanism appears to be pre/post testing. While pre/post testing can be one type of assessment, the College might consider multiple assessment techniques that are specifically linked to each course learning objective.

- At the end of each semester, faculty members document pre/post test results, along with other summative grade information, on the Course Data Analysis Spreadsheet. Faculty members are asked to respond to questions on 1) how well students met the learning objectives, 2) what the collected data says about student learning in the course, and 3) what one or two things a faculty member might do differently in the future to strengthen student achievement. According to academic administration, the Course Data Analysis Worksheets are used within academic departments in discussions about improving student learning. It is unclear how course objectives are aligned with program learning outcomes.

- In conversations with faculty members, individual faculty stated that they were using the results of assessment to make improvements in teaching pedagogy and in assignments and the faculty share successful methods at in-service professional development days. The college would benefit from a more formal and systematic process for communicating and documenting how the results from assessment are being used to improve student achievement on learning objectives.

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

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

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

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

**Subcomponent 4.** The institution’s processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

**Team Determination:**

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

**Evidence:**

- Shawnee Community College’s most recent Strategic Plan, SCC Strategic Plan 2014-2019, states the College’s commitment to creating “an environment that promotes diversity, student success and completion” (Goal #2). Two ways in which the College intends to achieve this goal are through increasing “student retention rates” and developing “appropriate classroom strategies to increase retention.” The Enrollment Management Task Force includes the Vice President for Instructional Services, student services staff and faculty, and is chaired by the Vice President for Students and Administration. The initial work of the task force resulted in the creation of an Enrollment Management Plan.

- While the Enrollment Management Plan lays out activities related to recruitment and retention and defines several metrics it does not provide specific targets for persistence, retention, and completion. Though SCC has not yet defined specific targets, through its forthcoming participation in the Higher Learning Commission’s Persistence and Completion Academy, it will develop a process for doing so.

- The metrics for which the College intends to develop baseline data include:
  - Program Headcount
  - Semester to semester persistence
  - Fall to fall retention
  - Developmental Education success rates
  - Number completing with certificates and degrees, number incoming, and the number being retained
  - FITIAC 150% transfer rate
  - High School penetration rate and first semester persistence

- In preparation for the Persistence and Completion Academy, the College gathered the demographic profile, persistence and retention rates for its student body and completion data by program. The Data Book contents indicate that completion in several of the College’s larger programs dropped considerably in the last three years.

- The College is only beginning to use retention, persistence, and completion data in a systematic way to make improvements. SCC’s participation in the Persistence and Completion Academy is an effort to move forward more quickly.

- The Enrollment Management Task Force shares some membership with the Student Academic Assessment Committee, which will allow faculty and staff to better collaborate and share data for program review. The College may also consider participation in the Voluntary Framework for Accountability in order to obtain
benchmarking data on persistence and student progress, and student outcome measures. Moreover, the College might consider including Institutional Research on the Enrollment Management Task Force in order to help determine evaluation strategies, conduct data analysis, and interpretation of research findings. For now, the analysis and utilization of data is not yet systematic and comprehensive.

Team Determination on Criterion Four:

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

Summary Statement on Criterion: While processes for program review and the assessment of student learning are documented, the evidence that the processes are consistently followed and delivering the results needed to make improvements is lacking. It is evident that the college is building its institutional research capacity and is commended for initiating a full time institutional research position. With reliable IR data the college will be better positioned to and will benefit from the development of a systematic process for gathering, analyzing, and communicating the data it needs to make decisions and measure institutional effectiveness including persistence, retention, and programmatic completion.

Due to concerns with the assessment of student learning, the team recommends a focused visit on the assessment of student learning which would include an evaluation of a comprehensive assessment plan and the identification of specific and measureable learning outcomes at the course and program levels. Additionally, the visit should confirm progress on the development of methods for directly measuring the Core Competencies or any current change in same and subsequent collection and analysis of data to guide action plans for improvement. By the time of the visit, SCC should have completed a full cycle of assessment for most programs.

The College may consider attending additional assessment of student learning workshops, such as those offered by the Higher Learning Commission, the Association of American Colleges and Universities (AACU at http://www.aacu.org/), and the Association for the Assessment of Learning in Higher Education (AALHE at http://aalhe.org/). For co-curricular assessment, the American College Personnel Association (ACPA) provides resources and professional development (http://www2.mycap.org/). Identifying and visiting other colleges may provide a network for Shawnee Community College in developing and implementing assessment of student learning processes.

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

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

Subcomponent 1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs
are delivered.

Subcomponent 2. The institution’s resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.

Subcomponent 3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution’s organization, resources, and opportunities.

Subcomponent 4. The institution’s staff in all areas are appropriately qualified and trained.

Subcomponent 5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Team Determination:  

_X_ Core Component is met  

___ Core Component is met with concerns  

___ Core Component is not met

Evidence:

- SCC has carefully budgeted and monitored fiscal expenditures that support its mission and goals allowing it to keep tuition and fees competitive in their service and border state area.
- SCC has a modern and well equipped physical plant; of particular note is the new state-of-the-art welding facility. These facilities provide an appropriate learning environment for the many programs the college offers.
- The team verified that the budgeting process described in the Self-Study is in place and begins with Department requests from employees which are reviewed and processed by Directors, forwarded to the leadership team and finally to the Board of Trustees for approval.
- Both the Leadership Team and the Board of Trustees described a process reflected in trustee minutes in which SCC staff members update the Board of Trustees at monthly meetings on the status of the current fiscal year budget including revenues received/anticipated and expenses to date.

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

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

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

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

Team Determination:  

_X_ Core Component is met  

___ Core Component is met with concerns  

___ Core Component is not met
Evidence:
- The Self-Study describes SCC processes that encourage employee participation and input into the governance of the College. Faculty members give input through the Faculty Council, staff employees through their department heads, and students through their organizations. The Board of Trustees reviews changes in governance that require action. In non-policy operational matters the President has the final authority to act on the advice of faculty and staff.
- SCC is served by an experienced and well-qualified Board of Trustees who have ample opportunity for their own professional development. The Board actively engages in the review of institutional policies and procedures as evidenced in meeting minutes and Board annual retreats result in substantial, in-depth discussions of long-range opportunities for the college.
- The team verified the accuracy of organizational charts and governance as described in the Self Study. SCC has the structures in place to gather adequate formal input into policy and operational decisions as well as through an informal open door policy obvious in the working relationships among student and college staff.

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

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

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

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

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

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

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

Evidence:
- SCC has designed a strategic planning process that is tied to its budgeting and annual planning processes. The 2014-2019 Strategic Plan presents a comprehensive view of initiatives and the specifics needed to accomplish them. The goals are ambitious yet achievable.
- Both annual and long term goals are well understood with many stakeholders able to articulate how they will contribute to their achievement.

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

Subcomponent 1. The institution develops and documents evidence of performance in its operations.
Subcomponent 2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

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

Evidence:
- SCC's strategic planning process gathers data and suggestions for improvements in all areas of college function affecting both internal and external audiences. It was clear to the team that the process for securing data in both academic and administrative areas is working well.
- The Strategic Planning Committee has identified goals and directions that should lead to improved institutional performance in all areas of the college allowing for a feedback/communication loop to identify changing institutional and budgetary priorities.
- The planning document includes a mechanism for evaluating the success of the planning process with results shared in the College's Annual Report.

Team Determination on Criterion Five:
- _X_ Criterion is met  
        ___ Criterion is met with concerns  
        ___ Criterion is not met

Summary Statement on Criterion:

SCC enjoys a solid resource base—notwithstanding late payments from the state of Illinois—that supports the institution's current educational programs and its plans for maintaining and strengthening quality in the future. The college has the fiscal resources to support its ongoing operations with just under 50% of the operating budget allocated to the direct instruction budget category. Each of SCC's locations has the physical and technology resources needed for instruction along with the necessary student services and operational support. The institution is able to make progress on stated goals and implement its stated mission with current resources. The budget development process is inclusive for the campus and transparent to the community, with discussions and budget approval occurring in public meetings. The institution exhibits a collaborative and consensus building ethos. Employees and student groups enjoy participation in different councils that engage them in institutional governance. A particular strength of the college is its planning process that effectively aligns operational plans and budget development with the mission. It is apparent that the planning process is an important and effective part of institutional work. SCC seeks to improve its performance by routinely collecting and documenting evidence of performance in its operations. Regular reviews of operational areas are presented to the Board.
of Trustees and any action or decisions made are disseminated widely. The institution has shown that it is agile and able to learn from its experiences in institutional operations.

V. TEAM RECOMMENDATION

A. Affiliation Status

1. Recommendation:


3. Rationale: The team recommendation recognizes that SCC is a mature institution with the necessary talent, skill, planning and experience to continue to forge its future. The institution exhibits stability and vision in its operations. The institution has appropriate policies and processes relating to human, financial and physical resources that allow it to competently conduct business and fulfill its mission. SCC will need to address its work in the area of assessment of student learning.

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

   Monitoring: Focused Visit in 2018-2019

   Rationale: In the past few years SCC has worked to define and measure academic outcomes at the course, program and Core Competency level with uneven success. Though some course assessment results were presented, SCC does not have a viable system to serve ongoing measurement and analysis of student learning. The college must focus efforts on refining specific learning outcomes in its courses, programs and core competencies so that it is able to conduct measure, analyze results and learn how to address any needed curriculum change or improvement. Focused attention in assessment will position the college to manage a system that serves its interests in improving student learning. (Criteria 3 and 4)

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

   Monitoring: Shawnee Community College should submit a report by December 2015 confirming that the one degree program identified as having 87 credit hours has redefined the curriculum to a more conventional and acceptable number of credit hours for the award of an associate degree. Additionally, SCC include in this report confirmation that it has pursued and completed a consortium agreement document that fully and formally defines the role of its college in the SICCM Consortium.

   Rationale: The team recognizes that Associate Degree in Nursing (ADN) programs regularly exceed the nominal 64 credit hour threshold commonly accepted as defining the associate degree often drifting to 70-72 credit hours but SCC’s 87 hour requirement listed in the catalog far exceeds good practice and convention.

Currently, no consortial agreement exists to explain and codify the academic and support processes, e.g., faculty hiring, evaluation, assessment of learning, etc. at
SICCM and how they relate to Shawnee Community College. Consequently, Shawnee does not appear to have the necessary control of academic and curricular matters at SICCM as would traditionally be expected for an institution’s off-campus location. Such a formal agreement/document needs to be submitted as a Substantive Change Request and approved by the Higher Learning Commission in order for this Consortium to have approval.

C. Commission Sanction or Adverse Action

N/A

VI. EMBEDDED CHANGES IN AFFILIATION STATUS

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

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

VII. ADDITIONAL COMMENTS AND EXPLANATIONS

The documentation for visits to the college’s additional campuses has been submitted separately.
Appendix A
Interactions with Constituencies

Assessment Committee
Distance Education Committee
Dual Credit Advisory Committee
IR director
Director of Fitness Center
Librarian
Library clerk
Director of Learning Resources and Instructional Technology
Educational Technology Specialist
President
Dean of Instructional Services
Vice President of Instructional Services
Vice President of Student and Administrative Services
Director of Community Education
Chief Financial Officer
Student Representatives
Strategic Planning Group/Institutional Effectiveness Committee
Faculty Meeting
Industry/Small Business/Program Advisory
Director of Institutional Research
Enrollment Management Task Force
Student Success Center Coordinator
Board of Trustees
Dean of Administrative Services
Director of Financial Aid
IT and M.I.S. Director and staff
Marketing Coordinator
Director of Business Services
Welding Instructor
Facilities Director
10 students
15 Faculty
Appendix B
Principal Documents, Materials, and Web Pages Reviewed

SCC Academy for Student Persistence and Completion Data Book Submission Fall 2014
Continuous Quality Improvement Worksheet
Course Data Analysis Worksheet
1154 20080909 Focused Visit Requested – Team Report on Online Degrees
1154 20081120 Focused Visit Requested – Institutional Response
1154 20881219 Focused Visit Requested – Action Letter
102714 Shawnee Community College Comment Memo
FY11 and FY12 Financial and Non-Financial Indicators Annual Update
SCC Document #1 October 2014
SCC Document #2 October 2014
WEAVEOnline – Schematic for data entry
Student Academic Assessment Plan and Timeline 6-17-14
Assessment Access instructions for External Reviewers
Sample WEAVEOnline Reports
  o Reporting – General Education Core Curriculum by Association
  o Reporting – Student Learning Outcomes Objectives
  o Reporting – Assessment Summary Chart
SCC Organizational Chart
ICCB Administrative Rules, Section 1501.303D (Program Review)
Policy Manual
SCC Master Syllabi Template
SCC Dual Credit Agreement
SCC Enrollment Plan – 2014
SCC ICCB Recognition Report 2013
SCC Illinois Articulation Initiative
SCC Program Review Report FY2014
ICCB Administrative Rules Pertaining to Dual Credit Continuous Quality Improvement
Worksheet samples
ICCB Program Approval Manual
Administrative Rules of the ICCB
ICCB Program Review Manual
Collective Bargaining Agreement

College Catalog
WEAVE Online
Sample online course
Sample syllabi
Assessment Arsenal newsletter
College’s social network presence
Training Toolbox Fall 2014 brochure
SCC Quality Online Course Initiative design and evaluation documents
Individual faculty evaluation form
Online course development approval and stipend form
Annual security report
Audit reports 2004-2013
Campus safety plan
Catalog
Community forum survey summary
Employee orientation manual
Facility master plan
Faculty credential verification form
Faculty evaluation form
Fee schedule
Fiscal summary F-Y 2014
Master syllabi template
On-line course design
Policy manual
Profit and loss by location
Strategic plan 2014-19
Student handbook grievance and complainant procedures
Technology plan 2012-14
Appendix C
Federal Compliance Worksheet

Federal Compliance Worksheet for Shawnee Community College

Evaluation of Federal Compliance Components

Assignment of Credits, Program Length, and Tuition

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

Institutional Records of Student Complaints

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

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

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

Comments:
Evidence provided to the evaluating team members demonstrated that the college has a system in place to receive and resolve student complaints in a timely manner through the office of the Vice
President of Student and Administrative Services. In addition, the college demonstrated that it does adhere to its own published processes (Grievance and Complaint Procedure - #9600 - with information published on the web page to file a grievance or complaint at: http://www.shawneeccc.edu/right_to_know/complaint_process.asp. The evidence provided did not lead the team members to believe that there is a pattern of complaints or concerns that require further review or investigation.

Additional monitoring, if any: No further review or follow-up is necessary.

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**Publication of Transfer Policies**

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

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

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

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

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

Comments:
Since 1998, Shawnee CC has demonstrated significant strides in managing Transfer Credit and Articulation through long-term planning adherence to policy. The evidence revealed that Shawnee CC meets or exceeds federal standards by publishing its transfer policy, listing four-year institutions with whom it has written articulation agreements, and accepting incoming transfer credit. Further, the evidence of policies as published online under the “Student Right to Know” webpages demonstrate both current and future capacity for sustaining the quality of student service in transfer and accepting transfer credit in future.

Additional monitoring, if any: none
Practices for Verification of Student Identity

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

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

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

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

Comments:
Shawnee CC has demonstrated significantly high standards for managing the process of student identity through well-considered face-to-face, US Mail and signature processes to which they give strict adherence. The evidence revealed that Shawnee CC requires password protected student accounts to which lost passwords must be retrieved in person; signatures kept on file, photo-identification strategies and use of the US Mail for the initial entry to an online student account. Further, enrollment forms are provided in paper to students and require a face-to-face meeting with college staff in order to obtain passwords backed up by a secret question style barrier for out of town students. This approach demonstrates both current and future capacity to maintain the current high quality of Student Identity in future.

Additional monitoring, if any: None

Title IV Program Responsibilities

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

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

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

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

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

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

- [Yes] Student Right to Know. The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations. The disclosures are accurate and provide appropriate information to students. (Note that the team should also be commenting under Criterion One if the team determines that disclosures are not accurate or appropriate.)

- [Yes] Satisfactory Academic Progress and Attendance. The institution has provided the Commission with information about policies and practices for ensuring compliance with these regulations. The institution has demonstrated that the policies and practices meet state or federal requirements and that the institution is appropriately applying these policies and practices to students. In most cases, teams should verify that these policies exist and are available to students, typically in the course catalog or student handbook. Note that the Commission does not necessarily require that the institution take attendance but does anticipate that institutional attendance policies will provide information to students about attendance at the institution.

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

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

1. Review all of the information that the institution discloses having to do with its Title IV program responsibilities.
2. Determine whether the Department has raised any issues related to the institution’s compliance or whether the institution’s auditor in the A-133 has raised any issues about the institution’s compliance as well as look to see how carefully and effectively the institution handles its Title IV responsibilities.

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

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

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

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

Comments:
Since the ISAC audits in 2006 and 2010 for MAP, Illinois Veterans Grants, and Pell, Shawnee CC has demonstrated exemplary management of the Title IV responsibilities through both long- and short-term planning and strict adherence to policy. The evidence revealed that the SCC financial aid office successfully administers and monitors FPELL Pell Grants, FSOG Grants, and Federal Work-Study programs. Campus crimes are reported both online and in print, and they demonstrate increased safety on this campus. Further, there have been no student loan defaults; the institution is in good standing, with no actions taken by the monitoring agencies. The college’s financial condition has improved due to positioning itself for success despite future financial uncertainty in the state or local funding streams demonstrating a solid capacity for meeting the quality of Title IV responsibilities now and in future.

The current Consortium operation known as SICCM does not have approval to operate as such. The team does not take issue with the location but rather the absence of a comprehensive Consortium document identifying the specific controls that are under the authority of SCC.

Additional monitoring, if any: Shawnee Community College must submit a report by December 2015 that demonstrates that a Consortium agreement has been forged/formalized specifying the role, responsibilities and authority of SCC in the operation and offering of programs at the SICCM site.

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**Required Information for Students and the Public**

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

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

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

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

Comments:
The current catalog and student handbook are available online at Shawnee CC and the College has demonstrated significant strides in managing its communication with students through strict adherence to policy set by the Board. The evidence revealed that the policies and fee schedules are available on the SCC website along with tuition, refund and other financial policies. Further, this information is publically available for both current and prospective students as well as the general public.

Additional monitoring, if any: None

Advertising and Recruitment Materials and Other Public Information

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

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

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

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

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

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

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

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

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

Comments: None

Shawnee CC has demonstrated adequate advertising and institutional management of this criterion through its website, student Handbook and promotional materials. The evidence revealed that information on accreditation regarding the Higher Learning Commission and other entities are prominently displayed and correct. Further, this information is available to current students and the public through multiple resources including print, advertisement, online posting and handbooks. This demonstrates capacity in the criteria.

Additional monitoring, if any: None
Review of Student Outcome Data

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

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

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

   Comments:

   Shawnee CC has made recent strides in managing the collection, analysis and dissemination of student outcome data and with a new director of Institutional Research has positioned itself to continue to mature in the area of data collection and analysis. Evidence of assessment work includes information published on the website under the link to "Student Right To Know". These current efforts demonstrate an emerging capacity for accurate data collection, analysis, and dissemination going forward. It is anticipated that the new policies and personnel will continue to strengthen the quality of assessment in future.

   Additional monitoring, if any: The team recommends a Focused Visit to the college in 2018-2019 as follow-up on assessment efforts. Specifics are provided in the Team report and rationale.

Standing with State and Other Accrediting Agencies

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

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

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

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

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

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

Comments:

Shawnee CC has relationships with other accrediting bodies demonstrating acumen in managing these relationships through long-term planning and strict adherence to policy. The evidence revealed that Shawnee CC is accredited by the HLC and is recognized by the Illinois Community College Board and the Illinois Board of Higher Education. All programs, certificate programs, and courses are approved by one or both of these agencies as required in addition to program accreditation in (6) degree program areas, demonstrating current and future capacity for sustaining the quality of this criterion in future.

Additional monitoring, if any: None

Public Notification of Opportunity to Comment

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

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

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

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

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

Comments:

Shawnee CC has demonstrated adequate public invitation to comment on the management and policy of the College through a publicly available ‘Call for Response’ available on the website, according to policy. The evidence revealed that a public announcement asking for comments and providing information on how to make them was provided. The dates of the promotion were not clear to this reviewer. Further, a private process for any comments of a sensitive nature, were detailed. This demonstrates that the criterion were addressed through the website in more than one location; included instructions on how to mail a private letter as well as access to an online form on which to upload comments.

Additional monitoring, if any: None

Institutional Materials Related to Federal Compliance Reviewed by the Panel

Provide a list materials reviewed here:

SCC HLC Federal Compliance form
SCC 8/2011 – 5/2014 Student Complaint/Grievance logs
SCC Audit Reports
SCC 2013-2015 Catalog
SCC Table of Contents for the Electronic Resource Room (no documents available for remote team to review)
SCC Faculty Manual
SCC Policy Manual
SCC 2014-2015 Student Handbook
SCC 2004-2014 Self-Study
SCC 2014 Spring Schedule of Classes
SCC 2014 Fall Schedule of Classes
Course syllabi
SCC Student Learning Assessment CQI Worksheet for the Practical Nursing Program

Websites Reviewed:
http://www.shawneeccc.edu/right_to_know/ - Shawnee Community College - Student’s Right to Know/Consumer Information Web Page
http://www.shawneeccc.edu/admissions/transfer_credits.asp - Shawnee Community College - Transfer of Credits to Four-year Institutions
http://www.shawneeccc.edu/about/search.aspx?ex=006145244963563251062%3Atihigwtsxu&cofc=FORID%3A11&g=complaint+resolution&sa=GO - Grievance and Complaint Procedure (9600)
http://www.shawneeccc.edu/pdf/rates.pdf - Rate Tables
http://www.shawneeccc.edu/pdf/strategic_plan.pdf - SCC Strategic Plan
http://www.shawneecc.edu/degree_plans/2013_degrees/Transfer%20Degree%20AS-AA.pdf – Degree plans

Institutional Materials Related to Federal Compliance Reviewed by the Team
Provide a list materials reviewed here:

Syllabi: Macromedia Fireworks COM 132 Fall 2011
    Pre-Calculus MAT 115 May 2014
    Syllabi Outline

Spring Semester offerings 2015
Fall Semester offerings 2014

Incident Description, Resolution: Title: Shawnee Community College Student Concerns/ Disciplinary File. FY 2012-2014
Appendix

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

Institution under review: Shawnee Community College

Part 1: Program Length and Tuition

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

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

Worksheet on Program Length and Tuition

A. Answer the Following Questions

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

  ___ Yes  ___X___ No

Comments: Degree plans reviewed from the web page indicate that the college has the required number of credit hours with a comprehensive menu of required courses in necessary disciplines (e.g., communications, math, science, fine arts/humanities and social sciences, with appropriate elective offerings, as identified by the discipline.)

One of the colleges almost 30 degree programs, the Associate Degree in Nursing (ADN), exceeds a "usual" threshold for award of an associate degree. The listing in the catalog shows that the ADN program requires 87 credit hours which is far outside a conventional level for an associate degree. SCC should consider its curriculum options and determine how it might redefine this credential with more common conventions.

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

  ___X___ Yes  ___ No

Comments:
B. Recommend Commission Follow-up, If Appropriate

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

___ Yes ___ No

Rationale:

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

SCC should file a report identifying how it has re-defined its ADN (Associate Degree Nursing) program and decreased the current 87 credit hours to a level more conventionally acceptable for the award of the associate degree.

Part 2: Assignment of Credit Hours

Instructions

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

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

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

3. Scan the course descriptions in the catalog and the number of credit hours assigned for courses in different departments at the institution.
   - At semester-based institutions courses will be typically be from two to four credit hours (or approximately five quarter hours) and extend approximately 14-16 weeks (or approximately 10 weeks for a quarter). The description in the catalog should indicate a course that is appropriately rigorous and has collegiate expectations for objectives and workload. Identify courses/disciplines that seem to depart markedly from these expectations.
   - Institutions may have courses that are in compressed format, self-paced, or otherwise alternatively structured. Credit assignments should be reasonable. (For example, as a full-time load for a traditional semester is typically 15 credits, it might be expected that the norm for a full-time load in a five-week term is 5 credits; therefore, a single five-week course awarding 10 credits would be subject to inquiry and justification.)
1. Teams should be sure to scan across disciplines, delivery mode, and types of academic activities.

2. Federal regulations allow for an institution to have two credit-hour awards: one award for Title IV purposes and following the above federal definition and one for the purpose of defining progression in and completion of an academic program at that institution. Commission procedure also permits this approach.

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

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

6. Consider the following questions:
   - Does the institution’s policy for awarding credit address all the delivery formats employed by the institution?
   - Does that policy address the amount of instructional or contact time assigned and homework typically expected of a student with regard to credit hours earned?
   - For institutions with courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy also equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the timeframe allotted for the course?
   - Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)
   - If so, is the institution’s assignment of credit to courses reflective of its policy on the award of credit?

7. If the answers to the above questions lead the team to conclude that there may be a problem with the credit hours awarded the team should recommend the following:
   - If the problem involves a poor or insufficiently-detailed institutional policy, the team should call for a revised policy as soon as possible by requiring a monitoring report within no more
than one year that demonstrates the institution has a revised policy and evidence of implementation.

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

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

Worksheet on Assignment of Credit Hours

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

Following is a listing of the courses reviewed:

- SPC 111 - Speech
- COM 132 - Macromedia Fireworks
- MAT 115 - Pre-Calculus
- Syllabi Template
- Practical Nursing Program

B. Answer the Following Questions

1) Institutional Policies on Credit Hours

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

_X_ Yes
____ No

Comments: SCC adheres to the Illinois Board of Higher Education Policy 4215 on Credit Hour Definition and awarding of credits.

Does that policy relate the amount of instructional or contact time provided and homework typically expected of a student to the credit hours awarded for the classes offered in the delivery formats offered by the institution? (Note that an institution's policy must go beyond simply stating that it awards credit solely based on assessment of student learning and should also reference instructional time.)

_X_ Yes
____ No

Comments: Addressed in SCC manual as per the Illinois Board of Higher Education.

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

____ Yes
_X_ No
Comments: The college does not have non-traditional courses in alternative formats or with less instructional and homework time than is typically expected.

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

_ X__ Yes  _____ No

Comments:

2) Application of Policies

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

_ X__ Yes  _____ No

Comments: SCC meets the Illinois Board of Higher Education requirements, which meet the federal definition.

Are the learning outcomes in the sample reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit?

_ X__ Yes  _____ No

Comments: Learning outcome are written in a format as to be measurable and able to be assessed.

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

_____ Yes  _____ No  _ X__ N/A

Comments:

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

_____ Yes  _____ No  _ X__ N/A

Comments:

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

_ X__ Yes  _____ No

Comments:
C. Recommend Commission Follow-up, If Appropriate

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

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

____ Yes  __X__ No

Rationale:

Identify the type of Commission monitoring required and the due date: N/A

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

N/A
Part 3: Clock Hours

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

___ Yes    ____ No

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

___ Yes    ____ No

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

Instructions

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

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

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

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

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

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

Worksheet on Clock Hours

A. Answer the Following Questions

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

___ Yes    ____ No

Comments:

Version 2.4 2013 49 11/30/14
If the credit to clock hour conversion numbers are less than the federal formula, indicate what specific requirements there are, if any, for student work outside of class? N/A

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

  _X__ Yes
  ___ No

  Comments: These were reported for Gainful Employment purposes and they are appropriate.

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

  _X__ Yes
  ___ No

  Comments:

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

  ____ Yes
  ____ No
  _X_ N/A

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

C. Recommend Commission Follow-up, If Appropriate

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

  ____ Yes
  _X_ No

  Rationale:

  Identify the type of Commission monitoring required and the due date:
INSTITUTION and STATE: Shawnee Community College IL

TYPE OF REVIEW: Comprehensive Evaluation

DESCRIPTION OF REVIEW:

DATES OF REVIEW: 10/27/2014 - 10/29/2014

☐ No Change in Statement of Affiliation Status

Nature of Organization

CONTROL: Public

RECOMMENDATION: No Change

DEGREES AWARDED: Associates, Certificate

RECOMMENDATION: No Change

Conditions of Affiliation

STIPULATIONS ON AFFILIATION STATUS:
Prior Commission approval is required for substantive change as stated in Commission policy.

RECOMMENDATION: No Change

APPROVAL OF NEW ADDITIONAL LOCATIONS:
Prior Commission approval required.

RECOMMENDATION: No Change

APPROVAL OF DISTANCE EDUCATION DEGREES:
Approved for distance education courses and programs. The institution has not been approved for correspondence education.
Recommendations for the
STATEMENT OF AFFILIATION STATUS

RECOMMENDATION: No Change

ACCREDITATION ACTIVITIES:
Additional Location Site Visit for 3 locations – 10/27/2014
Report on Strategic Planning – 12/06/2011
Report on On-Line Delivery – 12/31/2010

RECOMMENDATION:

Focused Visit, 2018-2019, on Assessment and Student Learning Outcomes.

Interim Report, due 12/1/2015, which includes 1) confirmation that the 87 credit hour Associate degree program has been modified and received appropriate approvals that meets more standardly accepted credit hour totals; and 2) confirmation that the institution has completed a consortium agreement and received appropriate approvals which defines the role of the college in the SICCM Consortium.

Summary of Commission Review

YEAR OF LAST REAFFIRMATION OF ACCREDITATION: 2004 - 2005

YEAR FOR NEXT REAFFIRMATION OF ACCREDITATION: 2014 - 2015

RECOMMENDATION: 2024-2025
**Higher Learning Commission**
*A commission of the North Central Association*

**ORGANIZATIONAL PROFILE WORKSHEET**

**INSTITUTION and STATE:** 1154 Shawnee Community College  IL

**TYPE OF REVIEW:** PEAQ: Comprehensive Evaluation

**DESCRIPTION OF REVIEW:**

- No change to Organization Profile

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### Educational Programs

<table>
<thead>
<tr>
<th>Program Level</th>
<th>Program Distribution</th>
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</thead>
<tbody>
<tr>
<td>Associates</td>
<td>32</td>
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<tr>
<td>Bachelors</td>
<td>0</td>
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<tr>
<td>Doctors</td>
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<tr>
<td>Masters</td>
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<tr>
<td>Specialist</td>
<td>0</td>
</tr>
<tr>
<td>Certificate</td>
<td>42</td>
</tr>
</tbody>
</table>

**Recommended Change:**

### Off-Campus Activities:

- **In State - Present Activity**
  - Campuses: None.

**Additional Locations:**
  - Anna Extention Center - Anna, IL
  - Southern Illinois Collegiate Common Market (SICCM) - Herrin, IL
  - Metropolis Regional Education and Training Center - Metropolis, IL

**Recommended Change:**

- **Out Of State - Present Activity**
  - Campuses: None.

**Additional Locations:** None.
ORGANIZATIONAL PROFILE WORKSHEET

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

Recommended Change:

Distance Education Programs:
Present Offerings:
Associate 24.0101 Liberal Arts and Sciences/Liberal Studies Associate of Arts Internet
Certificate 51.0713 Medical Insurance Coding Specialist/Coder Medical Coder Internet
Certificate 51.0714 Medical Insurance Specialist/Medical Biller Medical Biller Internet
Associate 52.0301 Accounting Accounting Internet
Associate 52.0201 Business Administration and Management, General Business Management Internet
Certificate 51.0708 Medical Transcription/Transcriptionist Medical Transcription Internet
Certificate 52.0701 Entrepreneurship/Entrepreneurial Studies Basic Introductory Entrepreneurship Internet
Associate 52.0402 Executive Assistant/Executive Secretary Administrative Assistant Internet
Certificate 11.0401 Information Science/Studies Computer Information Systems Generalist Internet
Associate 43.0106 Forensic Science and Technology Criminal Justice Internet
Associate 19.0709 Child Care Provider/Assistant Early Childhood Education Internet
Associate 51.3801 Registered Nursing/Registered Nurse Online Associate Degree Nursing Internet
Certificate 52.0401 Administrative Assistant and Secretarial Science, General Information Processing Internet
Associate 52.0407 Business/Office Automation/Technology/Data Entry Information Processing - Technician Internet
Associate 22.0301 Legal Administrative Assistant/Secretary Legal Administrative Assistant Internet
Associate 44.0701 Social Work Social and Human Support Services Internet
Associate 51.0707 Health Information/Medical Records Technology/Technician Health Information Technology Internet
Certificate 51.0716 Medical Administrative/Executive Assistant and Medical Secretary Medical Office Assistant Internet

Recommended Change:

Correspondence Education Programs:
Present Offerings:
None.

Recommended Change:

Contractual Relationships:
Present Offerings:
None.

Recommended Change:

Consortial Relationships:
Present Offerings:
None.

Recommended Change: