May 23, 2018
Heather Casner
Shawnee Community College
8364 Shawnee College Rd.
Ullin, IL 62992

Dear Ms. Casner,

The Illinois Community College Board (ICCB) is mandated by the Illinois Public Community College Act (P.A. 78-669) to coordinate a statewide program review system, by which instructional programs are reviewed once every five years by their respective institution. The purpose of Statewide Program Review is to 1) support strategic campus-level planning and decision-making related to instructional programming and academic support services, 2) support program improvement, and 3) support the delivery of locally responsive, cost-effective, high quality programs and services across Illinois' community college system. For fiscal year 2017, the following instructional program areas were reviewed.

II. Career and Technical Education (See program review schedule for full listing).
III. Academic Disciplines: Communications
IIII. Student and Academic Support Services
- Admissions
- Recruiting
- Registration and Records

This summary report documents feedback from the ICCB staff for Shawnee Community College's program review submission completed for fiscal year 2017. For each area of review, feedback has been provided by ICCB staff which has been included in the summary report. For this first year of the revised process, feedback is generalized and does not encompass specific and measurable corrective actions, though in some places recommendations are provided. The expectation is that colleges will consider this feedback and ensure it is incorporated into their ongoing reviews.

If you believe this summary reflects any factual errors or if you require clarification, inquiries should be directed to me (217.558.0318/ whitney.thompson@illinois.gov) or the appropriate division staff. Thank you to the faculty and staff for the hard work that was done to put this report together for the statewide review.

Sincerely,

Whitney D. Thompson
Director for Career and Technical Education
Illinois Community College Board

Summary Report: Program Review Feedback for Shawnee Community College

I. Career and Technical Education Programs

Need:
Shawnee Community College sufficiently addressed the indicators of program need. The college utilized statewide and national data, as well as data obtained from their local workforce agency, to determine occupational demand and regional need. Additionally, the college reviewed data from two border states, Indiana and Kentucky. Several of the reviews led to program action; for example, the data for the Medical Transcription certificate program showed a decline in employment both locally and nationally. Conversely, the college noted that program enrollment was also declining due to the lack of employment opportunities. The program was then set to be monitored in fiscal year 2017 for potential withdraw.

Cost:
The college sufficiently addressed the indicators of program cost. For all of the programs reviewed, the college utilized institutional funds to cover program costs. Primary costs are instructor salaries and equipment and supplies. It should be noted that none of the programs reviewed indicated the use of federal Perkins funding.

Quality:
The college sufficiently addressed the indicators of program quality and each review was thorough and included considerable detail. There were several instances where the college identified something as a weakness and then appropriately addressed said weakness within the intended action steps. For example, a preliminary review of the Computer Information System General Specialist and Cyber Security degree programs indicated that both programs were suffering from low enrollment despite high workforce demand. This led to the combination of the two programs, allowing for enhanced articulation and a more concise pathway.

Additionally, the majority of reviewed programs offer some component of work-based learning. Examples of innovative approaches include the following: the Criminal Justice program has a Crime Scene Investigation course in which the classroom is routinely set up as different mock crime scenes, and the Basic Electricity certificate program requires students to participate in completing supervised electrical work around campus. The majority of programs reviewed do not have an advisory committee that meets at least annually, and most reportedly only meet once every five years. The Medical Office Assistant certificate program advisory committee plans to move to a career pathway committee model where all applicable programs within the career pathway meet simultaneously to increase course articulation and enhance partnerships. Additionally, there is no formal process to collect employer satisfaction.

Recommendation 1*: The ICCB strongly recommends that the college retain CTE advisory committees that meet, at a minimum, annually. Advisory committees can be extremely useful when determining program goals and outcomes, as well as strengthening college-community partnerships.*

Recommendation 2*: The ICCB recommends that the college create and implement a formalized process to collect and analyze employer satisfaction data. This is especially important as the college does not currently have an advisory committee structure that requires committees to meet annually.*

II. Academic Disciplines: Communications

Need:
Shawnee Community College indicated that end of semester assessments and student evaluations assist in determining changes for future semesters. Also, advisory meetings are held within disciplines, and general education courses are reviewed during each program review.

Cost:
The college indicated that the primary costs associated with the discipline were salaries, benefits, supplies, and professional development. In order to offer curricula more cost-effectively, the college is maximizing the seats in sections and reducing overload costs for instruction. Interactive video courses are offered at the extension centers. Additionally, college staff indicated a need for resources to hire an additional full-time English faculty member, update technology in the Writing Lab, and provide greater off-campus learning and development opportunities for students and faculty.

Quality:
To ensure quality, the college stated that it offers coursework in a variety of delivery modes including traditional face-to-face and online courses. Additionally, the college implemented an early alert system where faculty are able to identify at-risk students. It should also be noted that all courses reviewed are approved for transfer through the Illinois Articulation Initiative.

After an analysis of the data was conducted for each academic discipline, the ICCB staff noted a consistent theme across all disciplines reviewed. The college indicated that success rates for courses were lower than anticipated. Staff intend to implement more research and technology into the composition classrooms. Additionally, staff plan to review course descriptions to ensure that content and class goals align; they believe that these steps will help increase student success.

III. Student and Academic Support Services

Admissions and Recruiting:
Shawnee Community College's admissions and recruiting processes were reviewed and consolidated for submission. The department stated that each district high school has a designated recruiter and that the communication between the high schools and the college, via the recruiters, was strong. Weekly meetings for the recruiters to speak about enrollment strategies and programmatic additions and changes, as well as on-going collaboration with the Dean of Students enhance this communication.

A major investment in the college's admissions processes included purchasing and implementing an up-to-date Enterprise Resource Planning (ERP) system that will take the college from using "green screen" software through *Jenzabar* to the state-of-the-art *Ellucian Colleague*.

Registration and Records:
The Records and Registration department listed their collaborative relationship with faculty, dedicated advisement and degree audits during enrollment periods, academic and career goal discussions with students and the electronic transcript option as strengths. Additional strengths of the department are its ongoing compliance with FERPA, cooperative working relationship with the Instructional division, including input on class scheduling, feedback on course requisites, course flow and communication. Also important to note, students have the ability to request and send transcripts electronically which saves time and money.

An outdated digital filing system that is not compatible to the current Windows operating system or available off campus has inhibited usability to front-line users. Intended actions steps for this department are to complete a conversion to *Colleague* to enhance the administrative and student experience and focus efforts on a degree audit system that will create alignment between advising and also lead to completion.