



July 22, 2020

Kathleen Curphy, President  
Shawnee Community College  
8364 Shawnee College Road  
Ullin, Illinois 62992-9725

Dear Dr. Curphy,

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 2019, the following instructional program areas were reviewed.

- I. Career and Technical Education (See [program review schedule](#) for full listing).
- II. Academic Disciplines: Physical and Life Sciences
- III. Student and Academic Support Services: Financial Aid
- IV. Cross-Disciplinary Instruction: Remedial English Language Arts

This summary report documents feedback from the ICCB staff for Shawnee Community College's program review submission completed in fiscal year 2019. For each area of review, feedback has been provided by ICCB staff and has been included in the following summary report. Feedback has been generalized and may not encompass specific and measurable corrective actions, though in some places specific 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 [programreviewsubmission@iccb.state.il.us](mailto:programreviewsubmission@iccb.state.il.us) and an ICCB staff person will respond accordingly. Thank you to the faculty and staff for the hard work that was completed to compile this report for the statewide review.

Sincerely,

Jennifer Foster  
Deputy Executive Director  
Illinois Community College Board

CC: Kristin Shelby, Dean of Academic Affairs and Student Learning

# 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. Each program reviewed utilized labor market data to detail occupational demand and regional growth. Additionally, the college included salary information for reviewed programs. In terms of recruitment, students are recruited via the typical pipeline.

### Cost:

Cost-effectiveness was sufficiently detailed in the program review submission. It is clear that the college utilized the program review feedback from fiscal year 2018, as the majority of programs reviewed provided a thorough analysis of associated program costs and how these costs compare to other college programs. Additionally, on at least one occasion, review of program cost metrics resulted in program modification. There were only five CTE programs up for review this cycle and only one of them utilized Perkins funding.

*Recommendation: The ICCB recommends that the college fully utilize the opportunities provided by the federal Perkins grant to supplement program cost.*

### Quality:

Shawnee Community College adequately addressed the indicators of program quality in their review. Dual credit, work-based learning, and apprenticeships are critical components in a quality career pathway and may positively contribute to enrollment and completion. Shawnee Community College mentioned their strong relationships with business and industry and the community throughout the programs reviewed, and most reviews noted that employers are heavily engaged in advisory committees and work-based learning opportunities. Of the programs reviewed, only one provides professional development to adjunct faculty. Additionally, only one of the programs detailed dual credit opportunities.

*Recommendation: The ICCB recommends that the college more thoroughly provide adjunct faculty with access to all professional development and/or training opportunities.*

*Recommendation: The ICCB recommends that the college place a concerted effort on working in coordination with district high schools to increase the size and scope of dual credit opportunities.*

## II. Academic Disciplines: Physical and Life Sciences

**Need:**

The institution has justified the need for the discipline. The courses offered satisfy the general education and elective requirements for the AA, AS, AES degrees and other program credentials. Faculty submit curriculum modification proposals to the Curriculum and Instruction Committee for review and approval.

**Cost:**

Salaries, lab maintenance, professional developments, and lab equipment are the primary operating expense for the discipline. The institution monitors enrollments and limits the number of sections offered for classes to achieve maximum course enrollment, and implementing micro-scale experiments to reduce waste in an effort to ensure cost-effectiveness. The institution has identified a need to hire a full-time physics faculty member.

**Quality:**

The institution offers traditional face-to-face courses, hybrid, video conference, and online courses and monitors completion and success data for each course and delivery mode. The institution uses a Retention Alert System so faculty and advisors can identify at-risk student and provide appropriate support. The institution analyzes placement data and workforce needs to ensure that the program competencies are appropriate. The submission did not include complete data analysis for each course offered in the discipline. The program review did not include information on IAI Status or a Form 13 in the course review analysis.

***Recommendation:** The ICCB recommends that the college use the review template and review all courses within a discipline to allow for a holistic review of the program including current articulation documents and update as necessary to stay in compliance with the ICCB System Administrative Rules.*

**III. Student and Academic Support Services: Financial Aid**

Shawnee Community College provided minimal information about their financial aid department to provide a thorough review. The college changed Enterprise Resource Planning (ERP) systems. Colleague is now being utilized, and it has streamlined and improved many department processes. Furthermore, it provides real-time information to students. The college provided minimal information regarding processing times, default rates, and application data.

**Recommendation:** *The ICCB recommends partnering with human resources to investigate the reasons for continued staff turnover and how to recruit additional employees. A plan to deliver professional development to staff should be included. ICCB recommends utilizing ISAC for additional professional development and training to staff and local high schools.*

#### **IV. Cross-Disciplinary Instruction: Remedial English Language Arts**

**Need:**

Shawnee Community College provided general departmental objectives for its Developmental English program. The college reported offering three courses in Developmental English: one course in basic reading, one course that integrates reading and writing, and one co-requisite course. The college indicated a consistent need for developmental English courses as evidenced by consistent placement into developmental courses.

**Cost:**

The college indicated the primary costs associated with offering developmental English are instructor salaries/benefits and textbooks. The department is funded through student tuition and course fees. No cost per credit hour nor comparison to other departments, or the college overall per student instructional cost was provided.

**Quality:**

The college indicated more data on implementation of changes since the last review and tracking of student success would need to be developed for any assessment on whether the objectives of developmental English department are being met. The college has implemented a co-requisite model which pairs Fundamentals of College Writing (ENG 048) with English Composition I (ENG 111). The college provides some developmental English courses in accelerated and summer bridge formats.

Analysis of course-level data indicated steady enrollment in the redesigned integrated reading and writing course sequence as well as the co-requisite course. No data on success rates was provided. The college has a plan developed for continued review and improvement of the developmental English program. No disaggregated data was provided.

**Recommendation:** *The college should, as indicated in their review, implement tracking for student success in developmental courses and their further success in college-level English courses. The ICCB recommends that the college investigate access and use of disaggregated data at the course level to further identify gaps in success and how to assist those specific students/groups in need.*