



September 4, 2019

Kathleen Curphy, Interim President
Shawnee Community College
8364 Shawnee College Road
Ullin, IL 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 2018, the following instructional program areas were reviewed.

- I. Career and Technical Education (See [program review schedule](#) for full listing).
- II. Academic Disciplines: Mathematics
- III. Student and Academic Support Services
 - Learning and Tutoring Centers
 - Career Centers and Job Placement
- IV. Cross-Disciplinary Instruction
 - Remedial/ Developmental Mathematics

This summary report documents feedback from the ICCB staff for Shawnee Community College's program review submission completed in fiscal year 2018. 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 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: Dr. 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 need. Advisory Committees are critical in establishing the need for high-quality programs that are tailored to meet the workforce needs. The college noted in several programs, that advisory council meetings take place every five years. In order to further identify gaps between employers desired outcomes and current outcomes, advisory committee meetings should at least meet on an annual basis. In addition, and as a best practice, advisory committee meetings are encouraged to meet at least once a semester.

***Recommendation:** The ICCB recommends engaging employers to participate in Advisory Board meetings, curriculum discussion and program recommendations in order to address the program needs of the college. Staying engaged with employers will also help identify skills gaps and how to best incorporate new practices in the classroom to meet employer needs and demand.*

Cost:

Cost-effectiveness was minimally detailed in the program review submission. The majority of programs reviewed did not include an in-depth analysis related to cost effectiveness and cost comparison. It was noted in the Cosmetology Technology program that a new budget for this program has been implemented for the 2018-2019 school period. However, it is also stated that the two-year technology curriculum has been discontinued. Most of the programs reviewed used institutional funding to support the programs. There was no mention of using Perkins Funds to help offset costs.

***Recommendation:** The ICCB recommends that the college explore other funding opportunities to help offset program costs, such as using Perkins funds and other grants as well as establishing employer partnerships, to help counterbalance expenditures for programs that have higher student costs.*

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. However, the college is lacking in establishing formal partnerships and internship agreements for students.

The data analysis review for most of the programs were missing disaggregated data. In order to report on enrollment and completion data, an in-depth analysis should be completed. It was noted by the college that data collected for the Information Processing program was a representation of what was discovered in the review process about completers not finishing the program in the recommended two-semester timeline. The sequence of courses has been rearranged to address this problem.

***Recommendation 1:** The ICCB recommends Shawnee Community College explore creating and expanding dual credit offerings, work-based learning opportunities, internships possibilities and also apprenticeship opportunities, as appropriate.*

***Recommendation 2:** The ICCB recommends that the college develop a system to improve data-collection practices in order to collect disaggregated data for self-identified gap areas, including gender, ethnicity, age, full or part time status and educational background. Capturing this data will help improve the college's ability to provide courses and services that are better aligned with business and industry and that improve the quality of programming for students.*

II. Academic Disciplines: Mathematics

Need:

Shawnee Community College stated that the Curriculum and Instruction committee oversees changes to courses as well as submits courses for ICCB and Illinois Articulation Initiative (IAI) approval. Additionally, the college noted that instructors met with Southeast Missouri University in spring 2018 to ease articulation of programs.

Cost:

The college indicated that the primary costs associated with the Mathematics discipline were classroom supplies, calculators for library loan, and faculty salaries and benefits. Program staff indicated a need for more calculators and another full-time faculty to teach both Mathematics and Physics courses.

Quality:

To ensure quality, the college stated that it offered courses in a variety of different methods, which include traditional face-to-face, online, and Interactive Television courses. The college indicated that summative data is collected for certain problems and instructors discuss outcomes and note differences. However, the college did not indicate if success rates are compared for different delivery methods.

Recommendation: *It is recommended that the college compare success rates in each delivery method to determine the effectiveness of the modality.*

The college indicated that “at-risk” students are identified through an early alert system. Additionally, a new retention alert process is being utilized currently as part of a pilot.

It is important that the college ensure that all transfer courses are properly articulated. ICCB staff were unable to determine whether Form 13 articulation documents or IAI codes were up-to-date for seven courses, as no specific information was provided. These seven courses are as follows: MATH 110, MATH 111, MATH 112, MATH 113, MATH 115, MATH 116, and MATH 210. Community colleges are required to keep current (within the last five years) articulation documents on file and available upon request from the ICCB, per the System Rules.

Recommendation: *The ICCB recommends that the college review its current articulation documents for all Mathematics department course offerings and update as necessary to stay in compliance with the ICCB System Administrative Rules.*

After an analysis of the data was conducted for each academic discipline, ICCB staff noted the college combined the data analysis for all the mathematics courses into one table, rather than completing one table per course. Course descriptions were not provided by the college, rather pathways and majors for each course were entered into the template.

Recommendation: *The ICCB recommends listing one course per table in the program review template and providing course descriptions in the program review template.*

During this review, ICCB staff noted that disaggregated data was not evaluated.

Recommendation: *The ICCB recommends that the college disaggregate the data to determine who their students are and what groups of students are in need of additional support.*

III. Student and Academic Support Services

Learning and Tutoring Centers:

The Student Success Center provides academic support services to all Shawnee students. The college’s extension centers would benefit from professional face to face tutors. Although some testing and tutoring information was covered, the college provided very little information in this area to warrant sufficient feedback.

Career Centers and Job Placement:

The center's purpose is not to guarantee employment but rather to provide a variety of programs and services which will assist the individual in determining and implementing his/her career and educational choices. The center provides free job search assistance to students, community members and services to employers. The office is available for career guidance and to instruct and advise clients on the job search process, including resume and cover letter writing, interviewing skills, mock interviewing sessions. Employers have opportunities to recruit students and community members via job fairs, job-posting boards, on-site employer spotlight/interviews, as well as through an employment website.

IV. Cross-Disciplinary Instruction: Remedial/ Developmental Mathematics**Need:**

The college indicated that remedial mathematics department bases the number of sections offered on the previous year's needs. Student need is kept in mind if demands differ each year while keeping a lower student-to-instructor ratio.

Cost:

The college noted that the primary costs associated with the Remedial Mathematics discipline were comparable to other similar programs at the college. However, the college did not indicate what those costs were or what resources claim that funding, such as faculty salaries. Program staff indicated that additional resources are needed for more calculators and MyMathLab or ALEKS access.

***Recommendation:** The ICCB recommends that the college list the specific costs and categories associated with this program as part of the Program Review response.*

Quality:

To ensure quality, the college stated that it offers courses in a variety of different methods, which include traditional face-to-face, hybrid, Interactive Television, night, and extension center courses. Additionally, the college stated that it is developing a new Pathways course for non-science majors. The Math and Humanities departments work to schedule using a "block" system. This allows for students to have a schedule of remedial offerings that is as seamless as possible.

The college stated that successful completion of MAT 043 leads to high success rates in MAT 110, 111, and 113. Additionally, students who earn a B or better in MAT 043 have higher success rates in MAT 115, 116, and 210. However, the college did not provide specific data to show this success.

***Recommendation:** The ICCB recommends tracking remedial students as they progress into college-level courses to evaluate the effectiveness of the developmental mathematics curriculum and reporting that data to the department as part of Program Review.*

The college did not list any action steps.

***Recommendation:** The ICCB recommends creating action steps to be completed in the future based on this review, including a timeline.*