Board Monitoring Report

Accreditation & Certification

May 2023

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Introduction

The SCC Board of Trustees, through the Strategic Outcomes policy on College Purpose (B1000), has identified eight critical services:

- Transfer Programming (B1003)
- Professional Programming (B1004)
- Continuing Education Programming (B1005)
- Workforce Training (B1006)
- Community Education Programming (B1007)
- College Readiness Programming (B1008)
- Adult Education Programming (B1009)
- Student Services (B1010)

In addition, the Board believes accreditation and diversity are essential elements needed to support the achievement of those services (B1002). As such, the Board has identified Strategic Outcome policies for Accreditation & Certification (B1011) and Diversity, Equity, and Inclusion (B1012).

To provide an effective and consistent assessment framework for the Board to evaluate the College's progress, the Board will regularly inspect (B4003), through President provided monitoring reports, College performance using the Shawnee College Effectiveness System (SCCES). Specific monitoring measures and indicators of performance are suggested in each Strategic Outcomes policy and aligned to Strategic Plan strategies.

In accordance with the Board policy on Monitoring College Effectiveness (B1002), monitoring reports will assist the Board with guiding the President on decisions related to the Strategic Plan for prioritizing improvement initiatives and allocating resources. Monitoring reports will include, at minimum:

- An explicit alignment with the College's Strategic Plan strategies
- An in-depth analysis of the aligned key performance indicators in SCCES
- Relevant strengths and areas for improvement informed by the analysis
- Specific, measurable actions and recommendations for continuous improvement anchored in a realistic timeframe

Executive Summary

As identified in the College purpose statement (B1000), Shawnee Community College's purpose is to provide high quality and affordable higher education services to the citizens of Alexander, Johnson, Massac, Pulaski, Union, and parts of Jackson Counties in Illinois, which advance individual economic mobility, personal growth, and the local economy, at a cost commensurate with the value of services provided. As part of providing high quality higher education services, the College is committed to ensuring programs are accredited and aligned with industry standards and certified, as appropriate.

According to the Board's Professional Programming Strategic Outcomes policy (B1011), the College is committed to continuously improving the quality of its programs and services identified in Board's purpose statement. The College is further committed to demonstrating that its programs and services meet assurance standards set forth by professional organizations, the Illinois Community College Board and the Higher Learning Commission, the College's regional accrediting body.

Students benefit from professionally recognized and peer-reviewed education programs and services; students benefit from regional accreditation that allows them to access government financial aid and grants; students benefit when their courses transfer to other regionally accredited institutions; students benefit when their courses and programs are aligned with professional standards that allow them to obtain industry-recognized credentials.

The College benefits when its programs and services are validated through benchmarking, audits, and other means of inspecting the quality by professional organizations. The College benefits from a systematic assessment framework that allows for thoughtful evaluation and improvement of programs and services. The College receives value when programs and services are recognized for professional excellence by peer organizations.

The community benefits by the assurance that tax dollars are spent wisely.

To achieve these benefits, the Board directs the President to ensure sufficient resources, planning, and accountability are in place for achievement and ongoing maintenance of required institutional and desired supplemental program accreditations and certifications. Further, the Board directs the President to adhere to the accreditation guidelines set forth by the Higher Learning Commission (HLC) under the Open Pathways accreditation model. In addition, the Board directs the President to periodically provide information regarding alternative accreditation models provided by the HLC, if available, so the Board may review its accreditation options.

Some areas of focus for this 2022-2023 included the following:

- Nursing Programs received ACEN Accreditation (G1.O2.SB)
- Purchased high-fidelity simulation equipment for the Nursing and Allied Health Simulation lab to align with state standards (G1.O2.SB)
- Expanded Truck Driving Expansion to Metropolis Center and obtained corresponding approvals through FMCSA (G1.O2.SA)

- Began planning and preparation for transfer of OTA program and ACOTE accreditation from SICCM to SCC. A new strategic plan strategy will be added in the May 2023 update (G1.O2.ST)
- Strengthened co-curricular assessment process (G4.1.C)
- Developed Programs of Study, incorporating best practices, as required for Perkins funding (G1.O2)

As specified by Board Policy *B1004 Professional Programming*, the following SCCES areas of performance (KPAs) have been identified:

- Student Interest
- Academic Success
- Employment Readiness
- Development

Institutional Accreditation & Recognition

HLC Accreditation

Shawnee Community College is on a 10-year cycle of accreditation with the Higher Learning Commission, with the most recent reaffirmation of accreditation in 2014-2015. Since the College is on the Standard Pathway of Accreditation, a comprehensive evaluation and visit must occur in years 4 and 10, with year 10 serving as the comprehensive evaluation for reaffirmation of accreditation. The following paragraphs will highlight the activities in the most recent 10-year accreditation cycle.

2014-2015 Reaffirmation of Accreditation Visit

At the 2014-2015 comprehensive evaluation visit, the College earned *Reaffirmation of Accreditation on the Standard Pathway* with the next reaffirmation for accreditation to occur in 2024-2025. At the conclusion of the 2014-2015 visit, the HLC peer review team determined that Criteria 3 and 4 were "met with concerns." In their report, the peer review team indicated that SCC *"exhibits stability and vision in its operations…and 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."* The HLC team called for a focused visit in 2018-19, embedded in the year 4 comprehensive evaluation, regarding the assessment of student learning. The College was also required to submit an internal monitoring report by December 2015 outlining how it had reduced the 87 credit-hour AAS degree to an *"acceptable number of credit hours for the award of an associate degree."*

Year 4 Comprehensive Evaluation – October 2018

The year 4 comprehensive evaluation visit took place in October 2018. At this visit, the HLC peer review team identified Criterion 4 (Teaching and Learning: Quality, Resources, and Support), core component 4.B, as *Met with Concerns*. Also, Criterion 5 (Resources, Planning, and Institutional Effectiveness), core component 5.B, as *Met with Concerns*. The HLC peer review team called for a focused visit to be completed no later than November 30, 2019, for the College to demonstrate a full cycle of assessment has been completed (recommendations from the 2014-15 visit) and information gained has been used to inform college planning and resource allocations. The team also called for co-curricular assessment processes to be clearly defined for faculty and staff, as well as improved processes and communication between faculty and administration that is open and transparent.

November 18, 2019 Focused Visit

As a result of the November 18, 2019 focused visit, the HLC peer review team called for the College to submit an interim monitoring assessment report before November 30, 2021 detailing the completion of the assessment cycle for all identified co-curricular programs, and ensure that the assessment cycle reporting for all levels (course, program, and core competencies) be consistent in data presentation and transparent to all constituencies at the institution. The review team also called for another focused visit by November 30, 2021 on Criterion core component 5B (shared governance) and Criterion core component 2B (board governance), to demonstrating progress towards continued improvements related to the extent to which the Board, Administration, Faculty, and Staff engage in shared governance directed at improving

policies, processes, and communication that ultimately rebuilds trust in the governance of the college and improves the campus climate.

November 15, 2021 Focused Visit

As a result of the November 15, 2021 focused visit, the HLC peer review team called for an embedded monitoring report at the next comprehensive evaluation (2024-2025) that provides evidence of continuous improvement and a commitment to ongoing improvement by the Board of Trustees in implementing the governance structures and moving to Board Governance at SCC. The report should include the evaluation process used for the President and the schedule on which these evaluations have been conducted, as well as activities related to Board training in policy governance. The peer review team made the following comments: "*The Shawnee Community College faculty and staff are to be commended for the work they have done to develop a warm, welcoming environment that is truly beginning to demonstrate a collegial team that is deeply aware of shared governance and makes it a part of their regular practice. While the Shawnee Community College faculty and staff have further work to do, if they remain on the path they are on and continue to implement their planned work, they will likely continue to see success not only in shared governance but also as an institution in their strategic and day-to-day work. As it relates to Core Component 5A, the visit team believes that with the continued attention the institution plans to pay to shared governance, that only internal monitoring is needed.*

As it relates to Core Component 2C – and particularly subcomponent 2.C.5, The Shawnee Community College Board of Trustees has not made the same level of progress and does not demonstrate a willingness or readiness akin to what the faculty and staff have done to implement policy and Presidential management processes that demonstrate that the Board will delegate day-to-day operations to the President on a regular and ongoing basis. Continued external monitoring is required from the Commission in order to ensure that the Board remains focused on its role in assuring quality and continuous improvement for Shawnee Community College."

November 30, 2021 Assessment Monitoring Report

The Assessment Monitoring Report was submitted to HLC on November 30, 2021. As a result of this report, HLC indicated that the College had satisfied Criterion, Core Component 4.B and demonstrated evidence of adequate progress in the area of focus. The HLC reviewer made the following comments in the report analysis and concluding statement.

REPORT ANALYSIS: *The Shawnee Community College interim report makes an extremely strong case for their use and application of explicit, highly focused outcomes that align with best practices. The institution makes it clear that this transformation is neither temporary nor modest. The carefully constructed interim report is well organized, compelling and loaded with evidence and examples that support the institution's efforts. As such, this report is commendable and serves as an excellent model.*

ANALYSIS CONCLUDING STATEMENT: *The Shawnee Community College interim report demonstrates how Shawnee Community College moved from a position where its continued inability to demonstrate sound practice when it comes to the outcomes associated with Core Component 4B to an institution that fully embraced all aspects of fully functioning and fully committed best practices among every portion of its stakeholders, resulting in moving towards a culture of assessment.*

10-year Comprehensive Evaluation (Reaffirmation of Accreditation)

The Colleges' 10-year comprehensive evaluation visit will take place on January 27-28, 2025. The Shared Governance Teams will take an active role in writing the response for the HLC Criteria. Teams will be identified and formed by the end of the September 2023 Shared Governance monthly team meetings. The ALO will build an evidence repository and working draft folder in Google Drive by August 30, 2023 containing HLC Criterion links and other resources. Criterion Teams will begin the evidence-discovery process in October 2023 and have approximately 13 months to complete their Criterion Core Component(s). Progress check-points and report-out dates will be established on a timeline that will lead up to the final Assurance Argument draft submission to the President for review by November 1, 2024. The Assurance Argument lock date with HLC is December 30, 2024.

ICCB Recognition

In fiscal year 2019, the Illinois Community College Board (ICCB) conducted a recognition evaluation of Shawnee Community College and issued a finding of *Recognition Continued*, as a result of this visit. The standards selected for review during the self-study cycle included four categories: 1) Academic, 2) Student Services/Academic Support, 3) Finance/Facilities, and 4) Institutional Research/Reporting.

Based on ICCB's recommendations from the recognition report, the College has accomplished the following:

As of the Fall 2022 semester, all courses are evaluated using SmartEval.

- The College created the position of Coordinator of High School Partnerships and Pathways to oversee all aspects of dual credit.
- The College has revised the ICCB Program Review page on the website and developed a template with guided comments to help faculty complete their program reviews. Academic Affairs and Institutional Effectiveness are working on a detailed program review and approval process.
- The Institutional Effectiveness Office has created a data dashboard that includes an array of reports to disaggregate various data.
- The Institutional Effectiveness Office/Institutional Research is working with IT and other areas of the college to ensure data accuracy in Colleague for accurate report generation and drafting policies and procedures for data governance and research.

The next ICCB Recognition visit will occur in 2024. ICCB staff will contact the College with a visit date that falls within the recognition visit window. The College will then need to submit their self-study to ICCB 30 days in advance of that visit date. SCC personnel with responsibility in each of the four self-study categories will be identified early in Fall 2023 to begin work. The final draft of the self-study will need to be submitted to the Office of Institutional Effectiveness at least 60 days in advance of the visit date.

Program Accreditation & Certification

Table 1. Program Accreditations and Certifications

Program	Certification or Licensure Examination	Credentials obtained upon completion of examination	Credentialing or Accrediting Body/bodies	Currently Accredited/ Seeking Accreditation
All Nursing, Allied Health, and Career and Technology programs			Higher Learning Commission Illinois Community College Board	
Practical Nursing, Associate Degree Nursing	Practical Nursing - National Council Licensure Examination (NCLEX-PN) Associate Degree Nursing- National Council Licensure Examination (NCLEX-RN)	Licensed Practical Nurse (LPN) Registered Nurse (RN)	Illinois State Board of Nursing/ Illinois Department of Financial and Professional Regulation Accreditation Commission on Education in Nursing	PN -Accredited ADN - Accredited
Certified Nursing Assistant	State of Illinois Nurse Aide Competency Examination	Certified Nursing Assistant (CNA)	Illinois Department of Public Health	N/A
Medical Assistant	National Certified Medical Assistant Examination	National Certified Medical Assistant (NCMA)	National Center for Competency Testing	Seeking
Medical Coding Specialist	Certified Coding and Billing Specialist examination (CBCS)	Certified Coding and Billing Specialist (CBCS)	National Healthcare Association	Seeking
Phlebotomy	National Certified Phlebotomy Technician examination	National Certified Phlebotomy Technician (NCPT)	National Center for Competency Testing	New Program
Medical Laboratory Technology (SICCM)	Medical Laboratory Technician Certification – MLT (ASCP)	Medical Laboratory Technician Certification (MLT)	National Accrediting Agency for Clinical Laboratory Sciences American Society of Clinical Pathologists Board of Registry	Accredited
Occupational Therapy Assistant (SICCM)	National Board for Certification in Occupational Therapy (NBCOT) Certified Occupational Therapy Assistant (COTA) examination	Certified Occupational Therapy Assistant (COTA)	Illinois Department of Financial and Professional Regulation Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association	Accredited

			National Board for Certification in Occupational Therapy (NBCOT)	
Surgical Technology (SICCM)	National Board of Surgical Technology and Surgical Assisting (NBSTSA) Certifying Exam for Surgical Technologists.	Certified Surgical Technologist (CST)	Commission on Accreditation of Allied Health Education Programs (CAAHEP) Accreditation Review Council for Surgical Technology and Surgical Assisting (NBSTSA) National Commission for Certifying Agencies (NCCA)	Accredited
Emergency Medical Technician (coursework; no program)	National Registry Emergency Medical Technician cognitive examination and state approved psychomotor examination	Emergency Medical Technician - Basic (EMT-B)	Illinois Department of Public Health (IDPH) National Registry of Emergency Medical Technicians (NREMT)	N/A
Cosmetology Nail Technician	Pre-Graduation Licensed Cosmetology Exam	Illinois Licensed Cosmetologist	Illinois Department of Financial and Professional Regulation (IDFPR)	N/A
Truck Driving	Commercial Driver's License written and skills exam	Commercial Driver's License (CDL)	Federal Motor Carrier Safety Administration (FMCSA)	N/A
Automotive Technology	(Not required in Illinois) but the National Institute for Automotive Service Excellence	ASE certification	National Institute for Automotive Excellence	Seeking
Welding	American Welding Society certification	AWS certifications	American Welding Society	N/A

Allied Health Programs

Both SCC Practical Nursing (PN) and Associate Degree Nursing (ADN) programs are accredited through the Accreditation Commission on Education in Nursing (ACEN). While it was required for the ADN program to achieve accreditation by December 2022, the Practical Nursing program was also accredited to signify quality and excellence in SCC's PN program as well as the ADN program. Both programs achieved ACEN accreditation on October 7, 2022. The PN program is the only accredited PN program in Southern Illinois, with only 9 other accredited programs in the state of Illinois. Annual accreditation fees for the next 5 years are estimated to be $4500 per year. The ACEN accreditation process identified that our programs were very strong and successful, with improvement needed only in tracking graduate outcomes, such as job placement data. The nursing department has already started scheduling graduate surveys to collect needed data. For May 2023, the PN program has sent and received 100% of the practical nursing graduate surveys related to job placement/ education continuation into the ADN program. Additionally, it is recommended that our open staff positions be filled. At present, we have one open faculty position and an open simulation coordinator position (G1O2SB).

At present, all three Southern Illinois Collegiate Common Market (SICCM) programs are accredited through their field's appropriate accrediting body. Due to the dissolution of SICCM partnerships, SCC will be transitioning the Occupational Therapy Assisting (OTA) program to SCC ownership and the process to transfer accreditation is presently underway. The allied health department has met with current SICCM OTA faculty to determine needs for the transition process. Discussions with the Accreditation Council for Occupational Therapy Education (ACOTE) have assisted the dean and allied health chair to ensure a seamless transition from SICCM to SCC. SCC plans to submit initial plans to ACOTE in June 2023. It is estimated that it will cost approximately $675,000 for the faculty positions, equipment, and facility upgrades at the Union County Center (G1O2ST).

Future accreditation plans include initiating the process to achieve Medical Assistant program accreditation through The Commission on Accreditation of Allied Health Education Programs (CAAHEP). This will be started in FY 2024 with application submission and the start of the self-study report, as SCC has had consistent faculty for one academic year. The projected cost of CAAHEP accreditation is $2500 (G1O2SF).

The current Medical Coding Specialist, Medical Billing, and Medical Coding programs are being looked at for transition to a Registered Health Information Technology (RHIT) associate of applied science (AAS) degree which will require accreditation through the Commission on Accreditation for Health Informatics and Information Management (CAHIIM). The projected cost for initial CAHIIM accreditation is $16,500, which includes application and registration fee, candidacy fee, and program evaluation fee. The current Medical Coding Specialist certificate can continue as-offered to allow stackable credentials with a 1-year program that leads to a RHIT AAS degree. This will prepare graduates for American Health Information Management Association (AHIMA) certification for RHIT (G1O2SL).

The Certified Nursing Assistant (CNA) and Phlebotomy programs and Emergency Medical Technician - Basic (EMT-B) course are not currently accredited, however, those programs and courses are aligned with

industry standards and allow students to acquire certifications or licensure for employment. CNA certification and EMT-B licensing are required by the Illinois Department of Public Health (IDPH). Phlebotomy certification is not required; however, a certification ensures individuals meet IDPH standards and can increase employment opportunities.

CTE Programs

The Cosmetology Program provides a one-year certificate credentialed through the Illinois Department of Financial and Professional Regulation (IDFPR). The 40-hour semester program gives students the skills needed upon completion to successfully pass the IDFPR Cosmetology Examination. Passage of the exam is required for licensure by the State of Illinois. The Cosmetology Instructor Training program is designed to provide experienced licensed cosmetologists with the required hours (24 minimum) , skills and knowledge needed to become a licensed instructor. Upon completion of the program, the student must pass the IDFPR Cosmetology Instructor exam.

The Truck Driving Program is designed to familiarize the student with all aspects of safe tractor trailer operation and with completion of the internship, provides supervised over the road driving experience. Upon completion of the 16-credit hour/450 contact hour course, students will be prepared to take the state of Illinois Commercial Driver's License (CDL) exam. The exam encompasses a pretest that identifies components of the equipment. The driving exam tests the students on operating the truck (Manual or automatic transmission) on the roadways. The CDL exam and test is administered by the State of Illinois and the Program adheres to the Federal Motor Carrier Safety Administration (FMCSA). Plans for this program include offering a night class and also offering a non-credit hour offering to businesses for employee training in a condensed period of time (G1O2SA).

The Automotive Technology Program offers less than one-year certificates in auto body and automotive maintenance. The Automotive Technician Assistant one year certificate and Automotive Technology AAS degree provide the student with the knowledge and skills for employment as an automotive technician assistant, line technician, diagnostic technician factory representative or factory technician. No formal accreditation is required in Illinois but programs can align to standards set forth by the National Institute for Automotive Service Excellence (ASE). Such alignment with ASE standards and recognition by the ASE is beneficial to the Program and students as it is widely recognized within the industry. SCC is working toward ASE accreditation and recognition. Our instructor is in the process of becoming a credentialed instructor through the ASE by taking a series of exams in 2023. Equipment and program standards are also being upgraded to receive the ASE accreditation (G1O2SC). The entire automotive lab is being upgraded this summer for new paint and flooring. Individual student tool kits are also being purchased to mirror approved tool lists set forth by the ASE. Grant funds and institutional funds are being spent toward these upgrades. The Board of Trustees recently approved $100,000 of institutional funds for the maintenance in the automotive lab and sealing the floors. Grant funds will encompass two fiscal years and include equipment purchases over $80,000.00.

Upon approval of the Welding as a Program of Study by the ICCB, Perkins Funds will be used for equipment upgrades and purchases. Welding standards do not have to be approved by an accrediting

body but SCC is striving to meet American Welding Society standards. This includes equipment purchases estimated at $200,000. Several state and federal grants have also been written, applying for use of funds for equipment purchases. If awarded, purchases may include a welding simulator and a welding robot.

Actions and Recommendations

- Begin assignment of HLC criterion to the respective Shared Governance teams and subsequent training (G4O1SJ).
- Develop a framework and timeline for HLC self-study activities (G4O1SJ).
- Develop a strategy for drafting the ICCB Recognition self-study, as it will begin at the same time as the HLC self-study (G4O1SJ).
- Work with ED of PI&M and ED of HR on a recruitment strategy for the open nursing faculty position and simulation coordinator position (G1O2SB).
- Submit initial plans to ACOTE in June 2023 (G1O2ST).
- Begin purchase plan and upgrades for OTA (≈$675,000) (G1O2ST).
- Start the application submission and self-study report for CAAHEP ($2500) (G1O2SF).
- Begin the feasibility plan to transition Medical Coding Specialist, Medical Billing, and Medical Coding programs to Registered Health Information Technologist (G1O2SL).
- Offer a night class this fall for Truck Driving (G1O2SA).
- Begin exploring a non-credit hour offering to businesses for employee training in a condensed period of time for Truck Driving (G1O2SA).
- Complete the facility upgrades and equipment purchases for Automotive (G1O2SC).
- Complete the instructor credentialing through ASE in 2023 (≈$180,000) (G1O2SC).
- Complete the Welding competency-based curricula and develop a plan for AWS alignment for the Welding program (G1O2SP).
- Complete equipment purchases for Welding, as grant funding allows (≈$200,000 minimum) (G1O2SP).