Career & Technical Education

COLLEGE NAME:	**Shawnee Community College**
FISCAL YEAR IN REVIEW:	**FY18**

PROGRAM IDENTIFICATION INFORMATION

PROGRAM TITLE	*DEGREE OR CERT*	*TOTAL CREDIT HOURS*	*6-DIGIT CIP CODE*	*LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE*
Cosmetology Technology	**AAS**	**60**	**120401**	**Cosmetology**

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.

Program Objectives What are the overarching objectives/goals of the program?	The two-year cosmetology technology curriculum is designed to prepare the student for the Illinois State Licensing Examination and to provide knowledge and skills needed by the graduate who plans to own and operate or manage a salon.
To what extent are these objectives being achieved?	This two-year cosmetology technology curriculum has been discontinued from the Shawnee College course offerings.
Past Program Review Action What action was reported last time the program was reviewed?	Continued with minor improvements

CTE PROGRAM REVIEW ANALYSIS

Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.

List all pre-requisites for this program (courses, placement scores, etc.).	Students must meet college level English competencies. This can be met by Accuplacer placement scores that test ENG 111-English Composition I or documented completion of ENG 047 and ENG 048-developmentsal reading and writing.

Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).	COS 120 Cosmetology Theory I, COS 121 Cosmetology Theory II, COS 122 Cosmetology Theory III, COS 123 Cosmetology Lab I, COS 124 Cosmetology Lab II, COS 125 Cosmetology Lab III. BIO 212 Anatomy and Physiology, COS 230 Advanced Cosmetology, ENG 111 or ENG 124 English Composition I or Technical Communication I, MAT 121, MAT 110, or MAT 210 Technical Mathematics, General Education Mathematics, or General Elementary Statistics, BUS 124 Bookkeeping, BUS 128 Introduction to Management, PSY 211 or PSY 224 Intro to Psychology or Practical Psychology, SPC 111 Speech.
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	Illinois Department of Financial and Professional Regulations requires a minimum of 1500 clock hours for completion of course work and to qualify for the Illinois state licensure examination. Illinois Community College Board requires credit hour and clock hour equations regarding lab, clinic and theory hours. The current credit hour and clock hour conversion is listed.

INDICATOR 1: NEED	_RESPONSE_
1.1 How strong is the occupational demand for the program?	The demand for this profession state wide is very high. This professional service industry is expected to increase by 11% between 2014 and 2024 (Illinois Occupational Employment Projections. (BLS) Overall employment of professional service providers is projected to grow 10.1 percent from 2014 to 2024, faster than the average for all occupations. Demand for professional service providers will be driven by continued need.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand has increased over the last 5 years. There is substantial growth projection for this industry over the next five years.
1.3 What is the district and/or regional need?	The local need is expected to increase 4.8%.
1.4 How are students recruited for this program?	Current marketing efforts have been implemented for outreach in the 2018-2019 school period. Social media and community marketing campaigns are being developed.
1.5 Where are students recruited from?	Currently high school recruitment was the primary target. New marketing and outreach campaigns are being developed to reach both traditional and non-traditional student interest groups.

1.6 Did the review of program need result in actions or modifications? Please explain.	N/A
INDICATOR 2: **COST EFFECTIVENESS**	**RESPONSE**
2.1 What are the costs associated with this program?	There has been a new budget implemented for this program for the 2018-2019 school period. Budgetary items include payroll, supplies, maintenance, printing and teaching/education equipment.
2.2 How do costs compare to other programs on campus?	This program cost in in the median range with other SCC Career and Technical programs.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	This program is institutionally funded.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	N/A
2.5 Did the review of program cost result in any actions or modifications? Please explain.	Some budgetary adjustments were made to incorporate equipment and product usage.
INDICATOR 3: QUALITY	**RESPONSE**
3.1 What are the program's strengths?	Dedicated, experienced educators. Program acceleration and updated curriculum developments. Trending industry techniques, product and education. Inclusion of all diversionary applications.
3.2 What are the identified or potential weaknesses of the program?	Past practices, lack of marketing.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Traditional face to face, hands-on, online incorporation and team teaching hands on classroom practical.
3.4 How does this program fit into a career pathway?	This program meets the Illinois Department of Financial and Professional Regulations licensing requirements required for state licensure and career readiness.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	Incorporating affiliations with corporate education sponsors. Relationships with distributors and community business owners to excel and advance student learning to increase career readiness.

3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	None
3.7 What work-based learning opportunities are available and integrated into the curriculum?	This program is based on working level guidelines. Currently there is no internship in place, a needs assessment is being reviewed.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	The Illinois Department of Financial and Professional Regulations requires a current school license to offer Classes within this industry.
3.9 Are industry-recognized credentials offered? If so, please list.	No
3.10 Is this an apprenticeship program? If so, please elaborate.	No
3.11 If applicable, please list the licensure examination pass rate.	Test results through December of 2017 is 86% passing
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	None
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Not at this time, there is potential for this in the next school period 2018-2019.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	2:25- one full time instructor, one part-time instructor
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Attendance to the Illinois Teachers Seminars in Spring and Fall for continuing education and teaching methodology. Involvement with distributor and affiliation education and symposiums.
3.16 What is the status of the current technology and equipment used for this program?	The program is equipped with standard teaching equipment, campus resources and demonstration and application supplies.

3.17 What assessment methods are used to ensure student success?	Assessment of the college's core competencies in communication, problem solving, personal growth and responsibility, and research and information literacy is achieved by various methods: Hands-on evaluation of application Exams Oral presentations Projects Group learning
3.18 How satisfied are students with their preparation for employment?	Student exit interview and employer survey indicates that they are satisfied.
3.19 How is student satisfaction information collected?	Exit interview upon completion of the program. Currently personal survey interview with current and potential employers.
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers are encouraged to discuss ideas and innovations with the instructor. Incorporating the needs of the employers into the curriculum is what puts our students in demand.
3.21 How often does the program advisory committee meet?	Currently the advisory process for the Cosmetology program meets every 5 years.
3.22 How satisfied are employers in the preparation of the program's graduates?	Employer survey results reflect above average satisfaction.
3.23 How is employer satisfaction information collected?	Employer survey
3.24 Did the review of program quality result in any actions or modifications? Please explain.	N/A

DATA ANALYSIS FOR CTE PROGRAM REVIEW

Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.

CTE PROGRAM	Cosmetology Technology				
CIP CODE	120401				
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
NUMBER OF STUDENTS ENROLLED	9	4	8	3	0

NUMBER OF COMPLETERS	2	0	1	0	1
OTHER (PLEASE IDENTIFY)					

How does the data support the program goals? Elaborate.	Currently the data reflects the employment statistics in our demographic. However stronger requirements of corporate education may show potential growth.
What disaggregated data was reviewed?	None
Were there gaps in the data? Please explain.	N/A
What is the college doing to overcome any identifiable gaps?	N/A
Are the students served in this program representative of the total student population? Please explain.	N/A
Are the students served in this program representative of the district population? Please explain.	This program is industry specific, Cosmetology licensure is required for student career, this meets the interested parties in this demographic.

REVIEW RESULTS	
Action	☐ Continued with Minor Improvements ☐ Significantly Modified ☐Placed on Inactive Status ☒Discontinued/Eliminated ☐Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	This curriculum was withdrawn from ICCB on 08/01/2017
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Continue review and needs assessment research for reinstatement of degree program.

Terry Manus
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COSMETOLOGY (One-Year Certificate)   (COS 2139)   Minimum 36 hours

This certificate program is designed to provide students with the basic knowledge and skills compatible with Illinois Department of Registration and Education guidelines for training licensed cosmetologists. A minimum of 1500 contact hours and 36-semester hours of college credit will prepare the graduate for the Illinois State Licensing Examination.

FIRST SEMESTER		Credit Hours
COS 120	Cosmetology Theory I	3
COS 123	Cosmetology Lab I	9
	TOTAL HOURS	12

THIRD SEMESTER		Credit Hours
COS 122	Cosmetology Theory III	3
COS 125	Cosmetology Lab III	9
	TOTAL HOURS	12

SECOND SEMESTER		Credit Hours
COS 121	Cosmetology Theory II	3
COS 124	Cosmetology Lab II	9
	TOTAL HOURS	12

COSMETOLOGY TECHNOLOGY (AAS Degree)   (COS 2128)   Minimum 60 hours

The two-year cosmetology technology curriculum is designed to prepare the student for the Illinois State Licensing Examination and to provide knowledge and skills needed by the graduate who plans to own and operate or manage a salon.

FIRST SEMESTER		Credit Hours
COS 120	Cosmetology Theory I	3
COS 123	Cosmetology Lab I	9
	TOTAL HOURS	12

FOURTH SEMESTER		Credit Hours
BIO 212	Anatomy and Physiology	3
COS 230	Advanced Cosmetology	3
ENG 111 or ENG 124	English Composition I or Technical Communication I	3
MAT 121, MAT 110, or MAT 210	Technical Mathematics, General Education Mathematics, or General Elementary Statistics	3/4
	TOTAL HOURS	12/13

SECOND SEMESTER		Credit Hours
COS 121	Cosmetology Theory II	3
COS 124	Cosmetology Lab II	9
	TOTAL HOURS	12

FIFTH SEMESTER		Credit Hours
BUS 124	Bookkeeping	3
BUS 128	Introduction to Management	3
PSY 211 or PSY 224	Intro to Psychology or Practical Psychology	3
SPC 111	Speech	3
	TOTAL HOURS	12

THIRD SEMESTER		Credit Hours
COS 122	Cosmetology Theory III	3
COS 125	Cosmetology Lab III	9
	TOTAL HOURS	12

COSMETOLOGY INSTRUCTOR TRAINING (Less-Than-One-Year Certificate)   (COS 2169)   Minimum 24 hours

The Cosmetology Instructor Training program is designed to provide the student with the required hours, skills, and knowledge needed to become a cosmetology instructor.

		Credit Hours
COS 220	Cosmetology Instructor Training I	12
COS 221	Cosmetology Instructor Training II	12
	TOTAL HOURS	24

Possible Career Opportunities

Cosmetologist, Hairstylist, Hair Stylist, Hairdresser, Barber Stylist, Hair Dresser, Manager Stylist, Nail Technician

O*NET Links: www.onetonline.org
SOC Codes: 39-5012.00

<table>
<tr><td colspan="5" align="center">*Career & Technical Education*</td></tr>
<tr><td align="right">*College Name:*</td><td colspan="4">**Shawnee Community College**</td></tr>
<tr><td align="right">*Fiscal Year in Review:*</td><td colspan="4">**FY18**</td></tr>
<tr><td colspan="5" align="center">*Program Identification Information*</td></tr>
<tr><td>*Program Title*</td><td>*Degree or Cert*</td><td>*Total Credit Hours*</td><td>*6-Digit CIP Code*</td><td>*List All certificate programs that are stackable within the parent degree*</td></tr>
<tr><td>**Cosmetology**</td><td>**Cert**</td><td>**36**</td><td>**120401**</td><td>**Cosmetology Instructor Training, Nail Technology**</td></tr>
<tr><td colspan="5">Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.</td></tr>
<tr><td colspan="2">**Program Objectives**
What are the overarching objectives/goals of the program?</td><td colspan="3">This certificate program is designed to provide students with the basic knowledge and skills compatible with Illinois Department of Registration and Education guidelines for training licensed cosmetologists. A minimum of 1500 contact hours and 36-semester hours of college credit will prepare the graduate for the Illinois State Licensing Examination.</td></tr>
<tr><td colspan="2">To what extent are these objectives being achieved?</td><td colspan="3">Course adjustments have been applied and current curriculum reviews have been completed. New objectives will be applied Fall 2018.</td></tr>
<tr><td colspan="2">**Past Program Review Action**
What action was reported last time the program was reviewed?</td><td colspan="3">Continued with minor improvements</td></tr>
<tr><td colspan="5" align="center">*CTE Program Review Analysis*
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</td></tr>
<tr><td colspan="2">List all pre-requisites for this program (courses, placement scores, etc.).</td><td colspan="3">Students must meet college level English competencies. This can be met by Accuplacer placement scores that test ENG 111-English Composition I or documented completion of ENG 047 and ENG 048-developmentsal reading and writing.</td></tr>
</table>

Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).	COS 120 Cosmetology Theory I, COS 121 Cosmetology Theory II, COS 122 Cosmetology Theory III, COS 123 Cosmetology Lab I, COS 124 Cosmetology Lab II, COS 125 Cosmetology Lab III.
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	Illinois Department of Financial and Professional Regulations requires a minimum of 1500 clock hours for completion of course work and to qualify for the Illinois state licensure examination. Illinois Community College Board requires credit hour and clock hour equations regarding lab, clinic and theory hours. The current credit hour and clock hour conversion is listed.
INDICATOR 1: NEED	***RESPONSE***
1.1 How strong is the occupational demand for the program?	The demand for this profession state wide is very high. This professional service industry is expected to increase by 11% between 2014 and 2024 (Illinois Occupational Employment Projections. (BLS) Overall employment of professional service providers is projected to grow 10.1 percent from 2014 to 2024, faster than the average for all occupations. Demand for professional service providers will be driven by continued need.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand has increased over the last 5 years. There is substantial growth projection for this industry over the next five years.
1.3 What is the district and/or regional need?	The local need is expected to increase 4.8%.
1.4 How are students recruited for this program?	Current marketing efforts have been implemented for outreach in the 2018-2019 school period. Social media and community marketing campaigns are being developed.
1.5 Where are students recruited from?	Currently high school recruitment was the primary target. New marketing and outreach campaigns are being developed to reach both traditional and non-traditional student interest groups.
1.6 Did the review of program need result in actions or modifications? Please explain.	N/A
INDICATOR 2: COST EFFECTIVENESS	***RESPONSE***

2.1 What are the costs associated with this program?	There has been a new budget implemented for this program for the 2018-2019 school period. Budgetary items include payroll, supplies, maintenance, printing and teaching/education equipment.
2.2 How do costs compare to other programs on campus?	This program cost in in the median range with other SCC Career and Technical programs.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	This program is institutionally funded.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	N/A
2.5 Did the review of program cost result in any actions or modifications? Please explain.	Some budgetary adjustments were made to incorporate equipment and product usage.
INDICATOR 3: QUALITY	*RESPONSE*
3.1 What are the program's strengths?	Dedicated, experienced educators. Program acceleration and updated curriculum developments. Trending industry techniques, product and education. Inclusion of all diversionary applications.
3.2 What are the identified or potential weaknesses of the program?	Past practices, lack of marketing.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Traditional face to face, hands-on, online incorporation and team teaching hands on classroom practical.
3.4 How does this program fit into a career pathway?	This program meets the Illinois Department of Financial and Professional Regulations licensing requirements required for state licensure and career readiness.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	Incorporating affiliations with corporate education sponsors. Relationships with distributors and community business owners to excel and advance student learning to increase career readiness.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	None

3.7 What work-based learning opportunities are available and integrated into the curriculum?	This program is based on working level guidelines. Currently there is no internship in place, a needs assessment is being reviewed.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	The Illinois Department of Financial and Professional Regulations requires a current school license to offer Classes within this industry.
3.9 Are industry-recognized credentials offered? If so, please list.	N/A
3.10 Is this an apprenticeship program? If so, please elaborate.	No
3.11 If applicable, please list the licensure examination pass rate.	Test results through December of 2017 is 86% passing
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	None
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Not at this time, there is potential for this in the next school period 2018-2019.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	2:25- one full time instructor, one part-time instructor
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Attendance to the Illinois Teachers Seminars in Spring and Fall for continuing education and teaching methodology. Involvement with distributor and affiliation education and symposiums.
3.16 What is the status of the current technology and equipment used for this program?	The program is equipped with standard teaching equipment, campus resources and demonstration and application supplies.

3.17 What assessment methods are used to ensure student success?	Assessment of the college's core competencies in communication, problem solving, personal growth and responsibility, and research and information literacy is achieved by various methods: Hands-on evaluation of application Exams Oral presentations Projects Group learning
3.18 How satisfied are students with their preparation for employment?	Student exit interview and employer survey indicates that they are satisfied.
3.19 How is student satisfaction information collected?	Exit interview upon completion of the program. Currently personal survey interview with current and potential employers.
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers are encouraged to discuss ideas and innovations with the instructor. Incorporating the needs of the employers into the curriculum is what puts our students in demand.
3.21 How often does the program advisory committee meet?	Currently the advisory process for the Cosmetology program meets every 5 years.
3.22 How satisfied are employers in the preparation of the program's graduates?	Currently there is 100% employment rate for the 2018 Cosmetology graduates.
3.23 How is employer satisfaction information collected?	Employer interview reflects above average satisfaction.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	N/A

DATA ANALYSIS FOR CTE PROGRAM REVIEW

Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.

CTE PROGRAM	Cosmetology				
CIP CODE	120401				
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
NUMBER OF STUDENTS ENROLLED	N/A	N/A	N/A	14	11

Number of Completers	N/A	N/A	N/A	3	11
Other (Please identify)					

How does the data support the program goals? Elaborate.	Currently the data reflects the employment statistics in our demographic. However stronger requirements of corporate education may show potential growth.
What disaggregated data was reviewed?	None
Were there gaps in the data? Please explain.	N/A
What is the college doing to overcome any identifiable gaps?	N/A
Are the students served in this program representative of the total student population? Please explain.	N/A
Are the students served in this program representative of the district population? Please explain.	This program is industry specific, Cosmetology licensure is required for student career, this meets the interested parties in this demographic.

REVIEW RESULTS

Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	This curriculum has been modified to meet licensing and examination requirements to keep current with Illinois Department of Financial and Professional Regulations. The credit hours have been increased to reflect a more cohesive completion schedule. We will continue to observe improvement possibilities as they become available.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Spring 2019 Looking into reviewing the layout and functionality of the current labs, clinics and classrooms. Fall 2018 increase review and needs assessment research for continuing education for implication Fall 2019, Continue community interest review and demographic needs for

	Esthetics, Barbering programs and re instatement of Internship.

COSMETOLOGY (One-Year Certificate)   (COS 2139)   Minimum 36 hours

This certificate program is designed to provide Cosmetology students with the basic knowledge and skills required by the Illinois Department of Financial and Professional Regulations for licensure. A minimum of 1500 contact hours and 40 semester hours of college credit are required for the completion of this program.

FIRST 8 WEEKS		Credit Hours
COS 150	Cosmetology Theory I	2
COS 151	Cosmetology Lab I	6
	TOTAL HOURS	8

SECOND 8 WEEKS		Credit Hours
COS 152	Cosmetology Theory II	2
COS 153	Cosmetology Lab II	6
	TOTAL HOURS	8

THIRD 8 WEEKS		Credit Hours
COS 154	Cosmetology Theory III	2
COS 155	Cosmetology Theory III	6
	TOTAL HOURS	8

FOURTH 8 WEEKS		Credit Hours
COS 156	Cosmetology Theory IV	2
COS 157	Cosmetology Lab IV	6
	TOTAL HOURS	8

FIFTH 8 WEEKS		Credit Hours
COS 158	Cosmetology Theory V	2
COS 159	Cosmetology V	6
	TOTAL HOURS	8

Upon successful completion of the Cosmetology program, students will be required to pass the Illinois Department of Financial and Professional Regulations Cosmetology Examination for licensure.

COSMETOLOGY INSTRUCTOR TRAINING (Less-Than-One-Year Certificate)   (COS 2169)   Minimum 24 hours

The Cosmetology Instructor Training program is designed to provide experienced licensed Cosmetologists with the required hours, skills, and knowledge required by IDFPR and BECENT act to become a licensed cosmetology instructor.

		Credit Hours
COS 220	Cosmetology Instructor Training I	12
COS 221	Cosmetology Instructor Training II	12
	TOTAL HOURS	24

Upon successful completion of this program, students will be required to pass the Illinois Department of Financial and Professional Regulations Cosmetology Instructor Examination for licensure.

Possible Career Opportunities

Cosmetologist, Hairstylist, Hair Stylist, Hairdresser, Barber Stylist, Hair Dresser, Manager Stylist, Nail Technician

O*NET Links: www.onetonline.org
SOC Codes: 39-5012.00

Career & Technical Education

COLLEGE NAME:	Shawnee Community College
FISCAL YEAR IN REVIEW:	FY2017-FY2018

PROGRAM IDENTIFICATION INFORMATION

PROGRAM TITLE	*DEGREE OR CERT*	*TOTAL CREDIT HOURS*	*6-DIGIT CIP CODE*	*LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE*
Cosmetology Instructor Training	**Cert**	**12/24**	**120401**	**Cosmetology**

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.

Program Objectives What are the overarching objectives/goals of the program?	This course stresses basic Cosmetology instructional techniques. The student will observe and assist with instruction under the direct supervision of a qualified cosmetology instructor. Both theory and practical courses will be emphasized. This course(s) is designed to allow licensed Cosmetologists that meet the two year practicing requirements set forth by the Illinois Department of Financial and Professional Regulations to complete the 12 credit hour (500 clock hour) licensing requirements. There is an additional course allowance that is in place for Cosmetologists that would require a 24 credit hour (1000 clock hour) licensing requirement (less than two years in licensed practice).
To what extent are these objectives being achieved?	Minor course adjustments have been applied and current curriculum reviews have been completed.
Past Program Review Action What action was reported last time the program was reviewed?	Continued with minor improvements

CTE PROGRAM REVIEW ANALYSIS

Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.

List all pre-requisites for this program (courses, placement scores, etc.).	Illinois licensed Cosmetologist Students must meet college level English competencies. This can be met by Accuplacer placement scores that test ENG 111-English Composition I or documented completion of ENG 047 and ENG 048-developmentsal reading and writing.
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).	COS 220 Cosmetology Instructor Training I /COS 221 Cosmetology Instructor Training Ii
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	N/A

INDICATOR 1: NEED	*RESPONSE*
1.1 How strong is the occupational demand for the program?	The demand for this profession state wide is very high. Vocational Education Teachers, is expected to increase by .60% between 2014 and 2024 (Illinois Occupational Employment Projections. This average is not typical of the Shawnee Community College region. (BLS) Overall employment of career and technical education teachers is projected to grow 4 percent from 2016 to 2026, slower than the average for all occupations. Demand for career and technical education teachers will be driven by a continued need for programs that prepare students for technical careers.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand has increased over the last 5 years. There is minor growth projection to accommodate retiring percentages.
1.3 What is the district and/or regional need?	The local need is expected to increase 1.75%.
1.4 How are students recruited for this program?	N/A
1.5 Where are students recruited from?	N/A
1.6 Did the review of program need result in actions or modifications? Please explain.	N/A

INDICATOR 2: *COST EFFECTIVENESS*	*RESPONSE*
2.1 What are the costs associated with this program?	N/A
2.2 How do costs compare to other programs on campus?	N/A
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	This program is institutionally funded.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	N/A
2.5 Did the review of program cost result in any actions or modifications? Please explain.	N/A
INDICATOR 3: QUALITY	*RESPONSE*
3.1 What are the program's strengths?	The updated curriculum. Students that choose this program have a professional interest in succeeding.
3.2 What are the identified or potential weaknesses of the program?	Inconsistent enrollment interest.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Traditional face to face and team teaching hands on classroom practice.
3.4 How does this program fit into a career pathway?	Students interested in pursuing a career in industry driven education will need this requirement for licensure.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	Incorporation of a teaching design lab.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	None
3.7 What work-based learning opportunities are available and integrated into the curriculum?	Classroom management and lesson plan presentation for both theory based subject and practical based subject.

3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	The Illinois Department of Financial and Professional Regulations requires a current school license to offer Classes within this industry.
3.9 Are industry-recognized credentials offered? If so, please list.	N/A
3.10 Is this an apprenticeship program? If so, please elaborate.	No
3.11 If applicable, please list the licensure examination pass rate.	95%
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	None
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	N/A
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	1:2- one full time instructor
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Attendance to the Illinois Teachers Seminars in Spring and Fall for continuing education and teaching methodology.
3.16 What is the status of the current technology and equipment used for this program?	The program is equipped with standard teaching equipment, campus resources and demonstration and application supplies.
3.17 What assessment methods are used to ensure student success?	Assessment of the college's core competencies in communication, problem solving, personal growth and responsibility, and research and information literacy is achieved by various methods: Hands-on evaluation of application Exams Oral presentations Projects Group learning

3.18 How satisfied are students with their preparation for employment?	Student exit interview indicates that they are satisfied.
3.19 How is student satisfaction information collected?	Exit interview upon completion of the program.
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	N/A
3.21 How often does the program advisory committee meet?	Currently the advisory process is incorporated into the Cosmetology program advisory process and meets every 5 years.
3.22 How satisfied are employers in the preparation of the program's graduates?	N/A
3.23 How is employer satisfaction information collected?	N/A
3.24 Did the review of program quality result in any actions or modifications? Please explain.	N/A

DATA ANALYSIS FOR CTE PROGRAM REVIEW					
Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.					
CTE PROGRAM	Cosmetology Instructor Training				
CIP CODE	120401				
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
NUMBER OF STUDENTS ENROLLED	1	1	0	1	2
NUMBER OF COMPLETERS	1	0	0	1	2
OTHER (PLEASE IDENTIFY)					
How does the data support the program goals? Elaborate.	Currently the data reflects the employment statistics in our demographic. However stronger requirements of corporate education may show potential growth.				

What disaggregated data was reviewed?	None
Were there gaps in the data? Please explain.	N/A
What is the college doing to overcome any identifiable gaps?	N/A
Are the students served in this program representative of the total student population? Please explain.	N/A
Are the students served in this program representative of the district population? Please explain.	This program is industry specific, a Cosmetology license is required shrinking the student demographic
REVIEW RESULTS	
Action	☒ Continued with Minor Improvements ☐Significantly Modified ☐Placed on Inactive Status ☐Discontinued/Eliminated ☐Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	This curriculum has been modified to meet licensing and examination requirements to keep current with Illinois Department of Financial and Professional Regulations.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	N/A

COSMETOLOGY (One-Year Certificate) (COS 2139) Minimum 36 hours

This certificate program is designed to provide Cosmetology students with the basic knowledge and skills required by the Illinois Department of Financial and Professional Regulations for licensure. A minimum of 1500 contact hours and 40 semester hours of college credit are required for the completion of this program.

FIRST 8 WEEKS		Credit Hours
COS 150	Cosmetology Theory I	2
COS 151	Cosmetology Lab I	6
	TOTAL HOURS	8

SECOND 8 WEEKS		Credit Hours
COS 152	Cosmetology Theory II	2
COS 153	Cosmetology Lab II	6
	TOTAL HOURS	8

THIRD 8 WEEKS		Credit Hours
COS 154	Cosmetology Theory III	2
COS 155	Cosmetology Theory III	6
	TOTAL HOURS	8

FOURTH 8 WEEKS		Credit Hours
COS 156	Cosmetology Theory IV	2
COS 157	Cosmetology Lab IV	6
	TOTAL HOURS	8

FIFTH 8 WEEKS		Credit Hours
COS 158	Cosmetology Theory V	2
COS 159	Cosmetology V	6
	TOTAL HOURS	8

Upon successful completion of the Cosmetology program, students will be required to pass the Illinois Department of Financial and Professional Regulations Cosmetology Examination for licensure.

COSMETOLOGY INSTRUCTOR TRAINING (Less-Than-One-Year Certificate) (COS 2169) Minimum 24 hours

The Cosmetology Instructor Training program is designed to provide experienced licensed Cosmetologists with the required hours, skills, and knowledge required by IDFPR and BECENT act to become a licensed cosmetology instructor.

		Credit Hours
COS 220	Cosmetology Instructor Training I	12
COS 221	Cosmetology Instructor Training II	12
	TOTAL HOURS	24

Upon successful completion of this program, students will be required to pass the Illinois Department of Financial and Professional Regulations Cosmetology Instructor Examination for licensure.

Possible Career Opportunities

Cosmetologist, Hairstylist, Hair Stylist, Hairdresser, Barber Stylist, Hair Dresser, Manager Stylist, Nail Technician

O*NET Links: www.onetonline.org
SOC Codes: 39-5012.00

Career & Technical Education				
COLLEGE NAME:	**Shawnee Community College**			
FISCAL YEAR IN REVIEW:	**FY18**			
PROGRAM IDENTIFICATION INFORMATION				
PROGRAM TITLE	*DEGREE OR CERT*	*TOTAL CREDIT HOURS*	*6-DIGIT CIP CODE*	*LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE*
Nail Technology	**Cert.**	**16**	**120410**	**Cosmetology**
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
Program Objectives What are the overarching objectives/goals of the program?	The Nail Technology program prepares students for careers as manicurists and pedicurists. Students will learn the theory and application of nail technology in a classroom and clinic setting. Students will enhance their learning by working with other students, mannequin hands, and clients. Upon successful completion of the program, students will have gained the knowledge and skills necessary to take the Illinois Department of Financial and Professional Regulation licensing exam.			
To what extent are these objectives being achieved?	This program is in the piolet year, currently all proposed objectives are being met.			
Past Program Review Action What action was reported last time the program was reviewed?	N/A - New Program			
CTE PROGRAM REVIEW ANALYSIS				
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.				
List all pre-requisites for this program (courses, placement scores, etc.).	Prerequisite(s): None			

Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).	NLT 130 Nail Technology Theory I, NLT 131 Nail Technology Lab I, NLT 140 Nail Technology Theory II, NLT 141 Nail Technology Lab II.
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	None

INDICATOR 1: NEED	RESPONSE
1.1 How strong is the occupational demand for the program?	The demand for this profession state wide is very high. This professional service industry is expected to increase by 11% between 2014 and 2024 (Illinois Occupational Employment Projections. (BLS) Overall employment of professional service providers is projected to grow 10.1 percent from 2014 to 2024, faster than the average for all occupations. Demand for professional service providers will be driven by continued need.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand has increased over the last 5 years. There is substantial growth projection for this industry over the next five years.
1.3 What is the district and/or regional need?	The local need is expected to increase 4.8%.
1.4 How are students recruited for this program?	Current marketing efforts have been implemented for outreach in the 2018-2019 school period. Social media and community marketing campaigns are being developed.
1.5 Where are students recruited from?	Currently high school recruitment was the primary target. New marketing and outreach campaigns are being developed to reach both traditional and non-traditional student interest groups.
1.6 Did the review of program need result in actions or modifications? Please explain.	N/A

INDICATOR 2: COST EFFECTIVENESS	RESPONSE
2.1 What are the costs associated with this program?	There has been a new budget implemented for this program for the 2018-2019 school period. Budgetary items include payroll, supplies, maintenance, printing and teaching/education equipment.

2.2 How do costs compare to other programs on campus?	This program cost in in the median range with other SCC Career and Technical programs.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	This program is institutionally funded.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	N/A
2.5 Did the review of program cost result in any actions or modifications? Please explain.	N/A
INDICATOR 3: QUALITY	*RESPONSE*
3.1 What are the program's strengths?	Program acceleration and updated curriculum developments. Trending industry techniques, product and education. Inclusion of all diversionary applications.
3.2 What are the identified or potential weaknesses of the program?	Instructor employment vacancy, program marketing
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Traditional face to face, hands-on, online incorporation and team teaching hands on classroom practical.
3.4 How does this program fit into a career pathway?	This program meets the Illinois Department of Financial and Professional Regulations licensing requirements required for state licensure and career readiness.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	Incorporating affiliations with corporate education sponsors. Relationships with distributors and community business owners to excel and advance student learning to increase career readiness.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	None
3.7 What work-based learning opportunities are available and integrated into the curriculum?	This program is based on working level guidelines. Currently there is no internship in place, a needs assessment is being reviewed.

3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	The Illinois Department of Financial and Professional Regulations requires a current school license to offer Classes within this industry.
3.9 Are industry-recognized credentials offered? If so, please list.	No
3.10 Is this an apprenticeship program? If so, please elaborate.	No
3.11 If applicable, please list the licensure examination pass rate.	Currently no students have tested for the Illinois Nail Technology exam
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	None
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Not at this time, there is potential for this in the next school period 2018-2019.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	1:10 one part-time instructor
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Attendance to the Illinois Teachers Seminars in Spring and Fall for continuing education and teaching methodology. Involvement with distributor and affiliation education and symposiums.
3.16 What is the status of the current technology and equipment used for this program?	The program is equipped with standard teaching equipment, campus resources and demonstration and application supplies.
3.17 What assessment methods are used to ensure student success?	Assessment of the college's core competencies in communication, problem solving, personal growth and responsibility, and research and information literacy is achieved by various methods: Hands-on evaluation of application Exams Oral presentations Projects Group learning

3.18 How satisfied are students with their preparation for employment?	Upon completion students will participate in an exit interview.
3.19 How is student satisfaction information collected?	Attendance to the Illinois Teachers Seminars in Spring and Fall for continuing education and teaching methodology. Involvement with distributor and affiliation education and symposiums.
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers are encouraged to discuss ideas and innovations with the instructor. Incorporating the needs of the employers into the curriculum is what puts our students in demand.
3.21 How often does the program advisory committee meet?	Currently the advisory process for the Cosmetology and subsidiary programs meets every 5 years.
3.22 How satisfied are employers in the preparation of the program's graduates?	Upon student completion and notification of state examination pass rates follow up surveys will be conducted for employer feedback.
3.23 How is employer satisfaction information collected?	Upon student completion and notification of state examination pass rates follow up surveys will be conducted for employer feedback.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	No, this program is in the pilot semester.

DATA ANALYSIS FOR CTE PROGRAM REVIEW

Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.

CTE PROGRAM	Nail Technology				
CIP CODE	120401				
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
NUMBER OF STUDENTS ENROLLED	0	0	0	0	4
NUMBER OF COMPLETERS	0	0	0	0	N/A
OTHER (PLEASE IDENTIFY)					

How does the data support the program goals? Elaborate.	Currently we have no data to report from this pilot program.
What disaggregated data was reviewed?	None
Were there gaps in the data? Please explain.	N/A
What is the college doing to overcome any identifiable gaps?	N/A
Are the students served in this program representative of the total student population? Please explain.	N/A
Are the students served in this program representative of the district population? Please explain.	This program is industry specific, Cosmetology licensure is required for student career, this meets the interested parties in this demographic.
REVIEW RESULTS	
Action	☒ Continued with Minor Improvements ☐Significantly Modified ☐Placed on Inactive Status ☐Discontinued/Eliminated ☐Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	This program will continue to be assessed and in review for any industry standards and regulation modifications.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Fall 2018 review first graduating student exit interviews for suggestions of improvement. Spring 2018 increase marketing and course awareness.

NAIL TECHNOLOGY (Less-Than-One-Year Certificate)   (NLT 1128)   Minimum 16 hours

The Nail Technology program prepares students for careers as manicurists and pedicurists. Students will learn the theory and application of nail technology in a classroom and clinic setting. Students will enhance their learning by working with other students, mannequin hands, and clients. Upon successful completion of the program, students will have gained the knowledge and skills necessary to take the Illinois Department of Financial and Professional Regulation licensing exam.

First 8 weeks		Credit Hours
NLT 130	Nail Technology Theory I	4
NLT 131	Nail Technology Lab I	4
Second 8 weeks		
NLT 140	Nail Technology Theory II	4
NLT 141	Nail Technology Lab II	4
	TOTAL HOURS	**16**

Upon successful completion of the program, students are required to pass the Illinois Nail Technician Examination for employment in this field of study.

Possible Career Opportunities

Human Services Career Cluster – Personal Services Pathway – Nail Technician/Specialist and Manicurist

O*Net Links: www.onetonline.org
SOC Codes: 39-5092.00

Career & Technical Education				
COLLEGE NAME:	**Shawnee Community College**			
FISCAL YEAR IN REVIEW:	**FY18**			
PROGRAM IDENTIFICATION INFORMATION				
PROGRAM TITLE	*DEGREE OR CERT*	*TOTAL CREDIT HOURS*	*6-DIGIT CIP CODE*	*LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE*
Computer Aided Drafting	**Cert.**	**21**	**151302**	**N/A**
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
Program Objectives What are the overarching objectives/goals of the program?	The CAD certificate will serve students interested in the drafting and design fields. Drafters use software to convert the designs of engineers and architects into technical drawing and plans. Workers specialize in architectural, civil, electrical, or mechanical drafting and use technical drawings to help design everything from microchips to buildings.			
To what extent are these objectives being achieved?	This program has had no enrollment since it was approved in 2015 and will be withdrawn.			
Past Program Review Action What action was reported last time the program was reviewed?	N/A – Program was approved in 2015			
CTE PROGRAM REVIEW ANALYSIS				
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.				
List all pre-requisites for this program (courses, placement scores, etc.).	None			

Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).	DRA 121-Architectural Drafting DRA 123-Civil Drafting DRA 128-Intro to Computer Assisted Drafting DRA 134-Drafting Applications-3D DRA 135-Mechanical Drafting IMT 145-Basic Blueprint Reading MAT 121-Technical Math OSH 102-Introduction to Workplace Safety
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	N/A
INDICATOR 1: NEED	***RESPONSE***
1.1 How strong is the occupational demand for the program?	N/A
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	N/A
1.3 What is the district and/or regional need?	N/A
1.4 How are students recruited for this program?	N/A
1.5 Where are students recruited from?	N/A
1.6 Did the review of program need result in actions or modifications? Please explain.	The program with be placed as inactive, then withdrawn.
INDICATOR 2: ***COST EFFECTIVENESS***	***RESPONSE***
2.1 What are the costs associated with this program?	N/A
2.2 How do costs compare to other programs on campus?	N/A
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	N/A

2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	N/A
2.5 Did the review of program cost result in any actions or modifications? Please explain.	No
INDICATOR 3: QUALITY	*RESPONSE*
3.1 What are the program's strengths?	N/A
3.2 What are the identified or potential weaknesses of the program?	N/A
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	N/A
3.4 How does this program fit into a career pathway?	Design/Pre-construction
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	N/A
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	N/A
3.7 What work-based learning opportunities are available and integrated into the curriculum?	N/A
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	N/A
3.9 Are industry-recognized credentials offered? If so, please list.	N/A

3.10 Is this an apprenticeship program? If so, please elaborate.	No
3.11 If applicable, please list the licensure examination pass rate.	N/A
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	None
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	No
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	N/A
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	N/A
3.16 What is the status of the current technology and equipment used for this program?	N/A
3.17 What assessment methods are used to ensure student success?	N/A
3.18 How satisfied are students with their preparation for employment?	N/A
3.19 How is student satisfaction information collected?	N/A
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	N/A
3.21 How often does the program advisory committee meet?	N/A

3.22 How satisfied are employers in the preparation of the program's graduates?	N/A
3.23 How is employer satisfaction information collected?	N/A
3.24 Did the review of program quality result in any actions or modifications? Please explain.	No

DATA ANALYSIS FOR CTE PROGRAM REVIEW
Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.

CTE PROGRAM	Computer Aided Drafting				
CIP CODE	151302				
	YEAR 1	*YEAR 2*	*YEAR 3*	*YEAR 4*	*YEAR 5*
NUMBER OF STUDENTS ENROLLED	0	0	0	0	0
NUMBER OF COMPLETERS	0	0	0	0	0
OTHER (PLEASE IDENTIFY)					
How does the data support the program goals? Elaborate.	N/A				
What disaggregated data was reviewed?	N/A				
Were there gaps in the data? Please explain.	N/A				
What is the college doing to overcome any identifiable gaps?	N/A				
Are the students served in this program representative of the total student population? Please explain.	N/A				
Are the students served in this program representative of the	N/A				

district population? Please explain.	
REVIEW RESULTS	
Action	☐Continued with Minor Improvements ☐Significantly Modified ☒ Placed on Inactive Status ☐Discontinued/Eliminated ☐Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	Due to no enrollment, this program will be placed on inactive status, then withdrawn.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	N/A

COMPUTER AIDED DRAFTING (Less-Than-One-Year Certificate)　　(CAD 2188)　　Minimum 21 hours

This certificate is expected to serve students interested in the drafting and design fields. Drafters use software to convert the designs of engineers and architects into technical drawings and plans. Workers specialize in architectural, civil, electrical, or mechanical drafting and use technical drawings to help design everything from microchips to buildings.

FALL SEMESTER		Credit Hours
DRA 128	Introduction to Computer Aided Drafting	3
IMT 145	Basic Blueprint Reading	3
OSH 102	OSHA 30 Hour General Industry	2
MAT 121	Technical Mathematics	3
	TOTAL HOURS	11

SPRING SEMESTER		Credit Hours
DRA 121	Architectural Drafting	3
DRA 123	Civil Drafting	2
DRA 134	Drafting Applications-3D	3
DRA 135	Mechanical Drafting	2
	TOTAL HOURS	10

Possible Career Opportunities

Design Drafter, Designer, Drafter, Integrated Circuit IC Layout Designer (IC Layout Designer), Layout Designer, Mask Designer, Printed Circuit Board PCB Designer (PCB Designer), Printed Circuit Board PCB Draftsman (PCB Draftsman), Senior Designer, Senior Printed Circuit Board PCB Designer

O*NET Links: www.onetonline.org
SOC Codes: 17-3012.01

MISSION STATEMENT

Shawnee Community College's mission is to serve the needs of the students and our diverse community by providing quality higher education, community education, training, and services that are accessible, affordable, and promote life-long learning.

Career & Technical Education

COLLEGE NAME:	**Shawnee Community College**
FISCAL YEAR IN REVIEW:	**FY18**

PROGRAM IDENTIFICATION INFORMATION

PROGRAM TITLE	*DEGREE OR CERT*	*TOTAL CREDIT HOURS*	*6-DIGIT CIP CODE*	*LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE*
Industrial Electronics and Maintenance Technician	Cert.	31	460401	N/A

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.	
Program Objectives What are the overarching objectives/goals of the program?	N/A
To what extent are these objectives being achieved?	This program has had no enrollment for the past five years.
Past Program Review Action What action was reported last time the program was reviewed?	N/A

CTE PROGRAM REVIEW ANALYSIS

Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.

List all pre-requisites for this program (courses, placement scores, etc.).	None
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).	N/A

Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	N/A
INDICATOR 1: NEED	**RESPONSE**
1.1 How strong is the occupational demand for the program?	N/A
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	N/A
1.3 What is the district and/or regional need?	N/A
1.4 How are students recruited for this program?	N/A
1.5 Where are students recruited from?	N/A
1.6 Did the review of program need result in actions or modifications? Please explain.	The program will be placed on inactive, then withdrawn.
INDICATOR 2: COST EFFECTIVENESS	**RESPONSE**
2.1 What are the costs associated with this program?	N/A
2.2 How do costs compare to other programs on campus?	N/A
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	N/A
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	N/A
2.5 Did the review of program cost result in any actions or modifications? Please explain.	The program will be placed on inactive, then withdrawn.
INDICATOR 3: QUALITY	**RESPONSE**

3.1 What are the program's strengths?	N/A
3.2 What are the identified or potential weaknesses of the program?	N/A
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	N/A
3.4 How does this program fit into a career pathway?	N/A
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	N/A
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	N/A
3.7 What work-based learning opportunities are available and integrated into the curriculum?	N/A
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	N/A
3.9 Are industry-recognized credentials offered? If so, please list.	N/A
3.10 Is this an apprenticeship program? If so, please elaborate.	No
3.11 If applicable, please list the licensure examination pass rate.	N/A
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	N/A

3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	No
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	N/A
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	N/A
3.16 What is the status of the current technology and equipment used for this program?	N/A
3.17 What assessment methods are used to ensure student success?	N/A
3.18 How satisfied are students with their preparation for employment?	N/A
3.19 How is student satisfaction information collected?	N/A
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	N/A
3.21 How often does the program advisory committee meet?	N/A
3.22 How satisfied are employers in the preparation of the program's graduates?	N/A
3.23 How is employer satisfaction information collected?	N/A
3.24 Did the review of program quality result in any actions or modifications? Please explain.	The program will be placed on inactive, then withdrawn.

DATA ANALYSIS FOR CTE PROGRAM REVIEW

CTE Review Instrument: Program Review/FY 2017-2021

Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.					
CTE PROGRAM	Industrial Electronics and Maintenance Technician				
CIP CODE	460401				
	YEAR 1	*YEAR 2*	*YEAR 3*	*YEAR 4*	*YEAR 5*
NUMBER OF STUDENTS ENROLLED	0	0	0	0	0
NUMBER OF COMPLETERS	0	0	0	0	0
OTHER (PLEASE IDENTIFY)					
How does the data support the program goals? Elaborate.	N/A				
What disaggregated data was reviewed?	N/A				
Were there gaps in the data? Please explain.	N/A				
What is the college doing to overcome any identifiable gaps?	N/A				
Are the students served in this program representative of the total student population? Please explain.	N/A				
Are the students served in this program representative of the district population? Please explain.	N/A				
REVIEW RESULTS					
Action	☐Continued with Minor Improvements ☐Significantly Modified ☒ Placed on Inactive Status ☐Discontinued/Eliminated ☐Other (please specify)				
Summary Rationale	The program has had no enrollment the past five years.				

Please provide a brief rationale for the chosen action.	
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The program will be placed on inactive, then withdrawn.

HEATING/VENTILATION/AC/REFRIGERATION (HVACR) (AAS Degree) (HAC 2236) Minimum 60 hours

This program will prepare individuals to apply technical knowledge and skills to sheet metal ducts for heating/AC and ventilation systems. They will form, shape, bend and fold extruded metals, including the creation of new products using hand tools and machines such as brakes, shears, rolls, and welders.

First Year

FALL SEMESTER		Credit Hours
BEL 161	Basic Electricity I	3
HAC 160	Air Conditioning I	3
HAC 111	Basic Sheet Metal Layout	3
HEA 160	Heating I	3
OSH 102	OSHA 30 Hour General Industry	2
	TOTAL HOURS	14

SPRING SEMESTER		Credit Hours
BEL 162	Basic Electricity II	3
ENG 111	English Composition I	3
HAC 260	Air Conditioning II	3
HAC 211	Advanced Sheet Metal Layout	2
HEA 260	Heating II	3
	TOTAL HOURS	14

Second Year

FALL SEMESTER		Credit Hours
COM 111	Business Computer Systems	4
HAC 130	Commercial Refrigeration I	3
HAC 113	Electrical Controls and Circuitry	3
HAC 220	Installation of HVAC Systems	3
MAT 110	General Education Mathematics	4
	TOTAL HOURS	17

SPRING SEMESTER		Credit Hours
HAC 212	Advanced Heating Systems	3
HAC 213	Advanced Electrical Controls and Circuitry	3
HAC 230	Commercial Refrigeration II	3
PSY 211	Introduction to Psychology	3
SPC 111	Speech	3
	TOTAL HOURS	15

Possible Career Opportunities

A/C Tech (Air Conditioning Technician); HVAC Installer (Heating, Ventilation, Air Conditioning Installer); HVAC Mechanic (Heating, Ventilation, Air Conditioning Mechanic); HVAC Service Tech (Heating, Ventilation, Air Conditioning Service Technician); HVAC Technician (Heating, Ventilation, Air Conditioning Technician); HVAC Specialist (Heating, Ventilation, and Air Conditioning Specialist); HVAC Technician (Heating, Ventilation, and Air Conditioning Technician); Service Technician; Systems Mechanic

O*NET Links: www.onetonline.org
SOC Codes: 49-9021

INDUSTRIAL ELECTRONICS & MAINTENANCE TECHNICIAN (Less-Than-One-Year Certificate) (IMT 2229)
Minimum 29 hours

Students will be introduced to requirements and opportunities in maintenance and safety practices. They will gain knowledge and understanding of the principles and practices of the maintenance trade within industry, factories, etc. where multi-skilled maintenance individuals are needed.

FALL SEMESTER		Credit Hours
COM 280	Microsoft Word	2
MAT 121	Technical Mathematics	3
OSH 102	OSHA 30 Hour General Industry	2
IMT 144	Machine Tools I	4
IMT 145	Basic Blueprint Reading	3
	TOTAL HOURS	14

SPRING SEMESTER		Credit Hours
WEL 123	Arc Welding I	3
IMT 146	Maintenance Electrical Principles	4
IMT 147	Fluid Power I	4
IMT 148	Circuits I	4
	TOTAL HOURS	15

Possible Career Opportunities

Fixer, Industrial Machinery Mechanic, Industrial Mechanic, Loom Fixer, Machine Adjuster, Maintenance Mechanic, Maintenance Technician, Master Mechanic, Mechanic, Over-hauler

O*NET Links: www.onetonline.org
SOC Codes: 49-9041

<table>
<tr><td colspan="5" align="center">Career & Technical Education</td></tr>
<tr><td colspan="2" align="right">COLLEGE NAME:</td><td colspan="3">Shawnee Community College</td></tr>
<tr><td colspan="2" align="right">FISCAL YEAR IN REVIEW:</td><td colspan="3">FY18</td></tr>
<tr><td colspan="5" align="center">PROGRAM IDENTIFICATION INFORMATION</td></tr>
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PROGRAM TITLE	DEGREE OR CERT	TOTAL CREDIT HOURS	6-DIGIT CIP CODE	LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE
Surgical Technology	**Cert.**	**38**	**510909**	**n/a**

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.

Program Objectives What are the overarching objectives/goals of the program?	Program is designed to provide students with the knowledge, skills and attitudes necessary to practice as surgical technologists. Students successfully completing the program will be able to utilize appropriate medical terminology; apply a basic understanding of human anatomy and physiology; demonstrate a basic understanding of the concepts of pharmacology; demonstrate theoretical and practical proficiency in surgical aseptic technique, surgical procedures and patient care; and identify and assume responsibility for patient care in their roles as surgical technologists.
To what extent are these objectives being achieved?	Program objectives are being accomplished by the continued feedback given in the student and employer surveys. Student and employers have reported being satisfied with the competencies upon graduation. Additionally, students have been able to find employment placement within 6-8 months after graduation. However, the programs National Board Examination passage rate isn't where it needs to be. Currently, program has a 67% board exam passage rate, this has drastically increased since the 2012 program review when it was at its lowest at 8%. Threshold standard of accreditation is at 70% to be in compliance.

Past Program Review Action What action was reported last time the program was reviewed?	Action continued with minor improvements.

CTE PROGRAM REVIEW ANALYSIS Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
List all pre-requisites for this program (courses, placement scores, etc.).	See attached document
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).	See attached document
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	Program is 38 credit hours, due to the standards set forth to meet the requirements and maintain program accreditation.

INDICATOR 1: NEED	*RESPONSE*
1.1 How strong is the occupational demand for the program?	The occupational demand for the program is very strong in local and extending areas of Southern Illinois. 100% of the graduates found employment, most prior to graduation. The Program Director receives numerous calls and emails a month from healthcare facilities to inform recent graduates of open job opportunities. The Program Director has hosted healthcare facilities from other areas of Illinois who are recruiting graduate's for the surgical technology jobs. There is even a larger demand for surgical technologists in bigger cities within Illinois.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Job demand has not changed drastically in the past five years, but has remained consistent. The outlook for healthcare positions looks very favorable for the next five plus years.

1.3 What is the district and/or regional need?	Southern Illinois Collegiate Common Market consortium covers both John A. Logan (JALC) and Shawnee Community College (SCC) district. Graduates are not concentrated all in one district, therefore filling the employment needs in multiple communities.
1.4 How are students recruited for this program?	Program Director attends local High School Medical Career's courses, the Allied Health Career Day at John A. Logan College, and the Career and Technical Education Day at Shawnee Community College. SICCM also invites the two participating community college district high school's to tour the facility and learn about the programs offered jointly within the consortium.
1.5 Where are students recruited from?	The students are recruited from the participating community colleges JALC and SCC districts.
1.6 Did the review of program need result in actions or modifications? Please explain.	No need for action or modification. SICCM plans to maintain good relationships with the colleges and all local high schools.
INDICATOR 2: **COST EFFECTIVENESS**	**RESPONSE**
2.1 What are the costs associated with this program?	Program costs are comparable with other SICCM Allied Health programs.
2.2 How do costs compare to other programs on campus?	Program costs are comparable with other JALC Allied Health programs.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	Under the consortia arrangement, SICCM, is responsible for the cost of staffing, facilities, equipment and other operational costs. Member institutions are assessed student seat fees for each program.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	No grant funding, the costs of the program are dispersed between the participating colleges.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	No actions or modifications are needed.

INDICATOR 3: QUALITY	*RESPONSE*
3.1 What are the program's strengths?	•Updating to the newest edition of materials made available for the program (textbooks, study guides etc.). •Program Director attends the Educators workshops presented by the ARCSTSA (Accreditation Review Council on Education for Surgical Technologists and Surgical Assisting) every 2 years. This allows Program Director to network with other Program Directors to implement new ideas for improvement of the program. Also, this keeps Program Director current with standards and requirements. •Consortium program offered at two community colleges in the region, meeting the needs of the community of two college's districts. •Addition of instruments, plus two more instrument trays in the lab. •Longevity of the two surgical technology laboratory instructors, both have been employed since 2003/2004. •Added mandatory study sessions for students falling below passing in surgical technology courses. •Addition of Desire 2 Learn with STP courses, to provide additional materials to increase understanding with the program and surgery.
3.2 What are the identified or potential weaknesses of the program?	Low passage rate of the National Boards Exam (CST). The program has greatly improved the passage rate in the past five years, including one year of an 83% rate, which is above the threshold of 70%. Currently, the program fell just below the required threshold with a pass rate of 67%.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Traditional classroom, just added online components to improve understanding for the students.
3.4 How does this program fit into a career pathway?	Currently, the program is working towards transitioning from a certificate program into an Associate of Applied Science degree program. Students completing the program have opportunities in continuing education in the operating room to become a Surgical First Assistant and/or in Nursing.

3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	Implementation of Plickers, for anonymous quizzing of students. This is another attempt to help prepare the student for the National Board exam, in the classroom setting. Each quiz folder corresponds with the lecture topic currently being covered in class. Plickers is a free app, therefore brings no added cost to programs. The instructor selects the questions from iPod or iPhone that corresponds with the website being projected overhead. Results are shown without revealing the students name of who missed the question.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	No, not at this time.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	Students must complete 120 surgical cases in a hospital/surgery center setting prior to graduation. Each student attends 3 different clinical sites, providing students the opportunity to work as a team member in the operating room. Students are supervised by a preceptor employed by the facility they are attending. The clinical allows students to build upon the basic skills learned in lab and graduate with entry-level skills for employment.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	Yes, the program is required to be accredited. The accreditation agency is the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARCSTSA) with collaboration from Commission on Accreditation of Allied Health Education Programs (CAAHEP).
3.9 Are industry-recognized credentials offered? If so, please list.	Yes. The credential CST (Certified Surgical Technologist), can be used upon passage of the National Boards Exam.
3.10 Is this an apprenticeship program? If so, please elaborate.	No
3.11 If applicable, please list the licensure examination pass rate.	2012 – 8% 2015 – 42% 2013 – 57% 2016 – 83% 2014 – 67% 2017 – 67%

3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	No articulation or cooperative agreements are in place.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	No new partnerships.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	Lecture – 24 students to 1 instructor Laboratory – 12 students to 2 instructors
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	None.
3.16 What is the status of the current technology and equipment used for this program?	Program utilizes current technology and equipment.
3.17 What assessment methods are used to ensure student success?	Lecture: tests, quizzes, final exams Lab: weekly tests, quizzes, mid-term check off list for learned skills, final exam based on performance of all learned skills
3.18 How satisfied are students with their preparation for employment?	According to the graduate surveys, students have been 100% satisfied with their education in preparing them for employment.
3.19 How is student satisfaction information collected?	Students are sent a graduate survey at the end of the program. This required by the Accrediting body (ARCSTSA).
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers are invited to attend all the advisory committee meetings, Program Director has communication with all sites for clinical placement of students, Program Director visits clinical facilities to observe students while participating in surgery during clinical hours, employers also provide feedback about students' performance while attending clinical
3.21 How often does the program advisory committee meet?	Advisory committee meetings are held once per year.

3.22 How satisfied are employers in the preparation of the program's graduates?	According to the employer surveys that were returned, there has been 100% satisfaction.
3.23 How is employer satisfaction information collected?	Employers are sent an employer survey after the student completes the program and has found employment. This is required by the Accrediting body (ARCSTSA).
3.24 Did the review of program quality result in any actions or modifications? Please explain.	No actions or modification needed, we will continue to monitor program while always looking for ways to improve the education we provide to our students.

DATA ANALYSIS FOR CTE PROGRAM REVIEW

Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.

CTE PROGRAM	Surgical Technology Certificate				
CIP CODE	510909				
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
NUMBER OF STUDENTS ENROLLED	6	6	7	4	5
NUMBER OF COMPLETERS	3	2	5	1	2
OTHER (PLEASE IDENTIFY)					
How does the data support the program goals? Elaborate.	The program continually works to better the education for the students, by providing the most current information available to use as teaching material. Currently, the program is working to transition into an Associates of Applied Science degree in the near future, therefore bettering the student's education. Also, the passage rate of the CST Examination is continually being assessed to improve the way we prepare the students for this examination at the end of the program.				
What disaggregated data was reviewed?	No				
Were there gaps in the data? Please explain.	No				

What is the college doing to overcome any identifiable gaps?	No gaps identified.
Are the students served in this program representative of the total student population? Please explain.	Majority of the students are white females.
Are the students served in this program representative of the district population? Please explain.	Majority of the students are white females.

REVIEW RESULTS	
Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The program continues each year to make minor improvements, with the best interest of the student in mind. Therefore, ensuring goals are continually met or excessed and the program enhances the education provided to the students.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Associates of Applied Science is projected to be implemented by August 2020 or 2021. All other improvements have currently been applied to the current instructional calendar, starting August 2018.

Students enrolled in SICCM programs take their general education coursework at their home community college and take the program specific courses at a central location in Herrin, IL

Jennifer Jordan
(618) 942-6902

SURGICAL TECHNOLOGY (Certificate)   (ORT 5199)   Minimum 38 hours

The Surgical Technology certificate program is a one-year program offered at the community colleges through the Southern Illinois Collegiate Common Market. This program is designed to provide students with the knowledge, skills, and attitudes necessary to practice as certified surgical technologists. Students successfully completing the program will be fully qualified for jobs as scrub surgical technologists and circulating surgical technologists. Program graduates will be eligible for employment in hospitals, surgical centers, and clinics and physicians offices. The program is offered off-campus in a central laboratory. The SICCM Surgical Technology Program is accredited by The Commission on Accreditation of Allied Health Education Programs (CAAHEP) by recommendation of the Accreditation Review Committee on Education in Surgical Technology. Graduates of an accredited S.T. program will sit for the National Certifying Exam for Surgical Technologists. The exam will be scheduled at the students home campus. It is administered by the National Board of Surgical Technology and Surgical Assisting (NBSTSA) which is accredited by the National Commission for Certifying Agencies (NCCA). Successful completion of this exam confers the title of Certified Surgical Technologist (CST).

Commission on Accreditation of Allied Health Education Programs
25400 US Highway 19 North, Suite 158
Clearwater, FL 33763
Phone: (727) 210-2350
Fax: (727) 210-2354
www.caahep.org

FALL SEMESTER		Credit Hours
**BIO 215	Intro to Human Physiology	4
STP 127	Pharmacology for the Health Professions	3
STP 121	Introduction to Surgical Technology	3
STP 122	Principles and Practices of Surgical Technology	6
	TOTAL HOURS	16

SPRING SEMESTER		Credit Hours
***BIO 218	Introduction to Microbiology	4
*STP 125	Clinical Rotation in Surgical Technology I	5
STP 123	Surgical Procedures I	5
	TOTAL HOURS	14

SUMMER SEMESTER		Credit Hours
STP 124	Surgical Procedures II	3
STP 126	Clinical Rotation in Surgical Technology II	5
	TOTAL HOURS	8

Students must be certified in CPR Healthcare Provider at the start of the program.
*STP 125 has a prerequisite of BIO 210-Introduction to Human Anatomy. This course must be completed **prior** to program entry with a grade of "C" or better.
**BIO 215 must be completed by the end of the first semester.
***BIO 218 must be completed by the end of the second semester.

Retention in the ST program requires that students must earn a grade of "C" or better in all STP and general education courses.

A criminal background check and drug screening will be required after admission into the program.

Possible Career Opportunities

Certified Surgical Tech/First Assistant, Certified Surgical Technician, Certified Surgical Technologist (CST), Operating Room Surgical Technician (OR St), Operating Room Technician (OR Tech), Operating Room Technologist (OR Tech), Surgical Scrub Technician, Surgical Scrub Technologist (Surgical Scrub Tech), Surgical Technician, Surgical Technologist (Surgical Tech)

O*NET Links: www.onetonline.org
SOC Codes: 29-2055.00

Career & Technical Education

COLLEGE NAME:	Shawnee Community College (SCC)
FISCAL YEAR IN REVIEW:	FY2018

PROGRAM IDENTIFICATION INFORMATION

PROGRAM TITLE	*DEGREE OR CERT*	*TOTAL CREDIT HOURS*	*6-DIGIT CIP CODE*	*LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE*
Business Management	**AAS**	**62**	**520201**	**N/A**

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.	
Program Objectives What are the overarching objectives/goals of the program?	This program will help provide the skills and knowledge necessary to successfully achieve organizational goals of managerial functions in all sectors of work environments including health care, manufacturing, retailing, government, and business services. Learning to work with people in areas of financing, staffing, planning, and information management, with respect to diversity, is emphasized.
To what extent are these objectives being achieved?	The curriculum of this program meets all stated objectives.
Past Program Review Action What action was reported last time the program was reviewed?	Due to competitive programs within driving distance of SCC and declining enrollment, multiple certificate/degree programs were merged to create a more industry-relevant and marketable program.

CTE PROGRAM REVIEW ANALYSIS	
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
List all pre-requisites for this program (courses, placement scores, etc.).	Students must meet college level English competencies. This can be met by attaining Accuplacer scores that meet ENG 111 – English Composition I requirements or documented completion of ENG 047 and ENG 048 – College Reading and Writing (developmental courses).
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).	BUS 124 Bookkeeping BUS 116 Principles of Marketing BUS 128 Intro to Management BUS 215 Legal and Social Environment of Business COM 111 Business Computer Systems BUS 232 Supervision MAT 116 College Algebra ENG 112 English Composition II SPC 111 Speech MAT 210 General Elementary Statistics ACC 111 Financial Accounting BUS 225 Business Communication COM 281 Microsoft Excel BUS 211 Intro to Finance BUS 210 Principles of Management BUS 230 Human Resource Management BUS 214 Business Law ECO 211 or ECO 212 Introduction to Macroeconomics or Introduction to Microeconomics ENG 111 English Composition I BUS 195 Mid-Management Internship
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	N/A
INDICATOR 1: NEED	*RESPONSE*
1.1 How strong is the occupational demand for the program?	If the monetary compensation is used as the indicator for demand strength, the demand is high. According to the U.S. Bureau of Labor Statistics, the median annual wage for management occupations was $102,590 in May 2017, which was the highest wage of all the major occupational groups.

1.2 How has demand changed in the past five years and what is the outlook for the next five years?	**Per the State of Illinois Occupational Employment Projections (Long-term) 2012-2022:** Projected Annual Employment by 2022: 485,377 Employment Increase 2012-2022: Number: 25,635 Percent: 5.58 Average Annual Job Openings due to: Growth: 3,488 Replacements: 9,212 Total: 12,700 Annual Compound Growth: .54 **Per the US Labor Statistics, Employment Projections Program:** Employment of management occupations is projected to grow 8 percent from 2016 to 2026, about as fast as the average for all occupations, which will result in about 807,300 new jobs. Employment growth is expected to be driven by the formation of new organizations and expansion of existing ones, which should require more workers to manage these operations.
1.3 What is the district and/or regional need?	Local and regional entities continue to hire completers of this program. While the regional demand is not high, it does remain constant.
1.4 How are students recruited for this program?	Students are recruited through SCC community events, newspaper and print materials, High School Business Skills competition, Shawnee Experience Day, and various other recruiting events.
1.5 Where are students recruited from?	Students are recruited with the counties that make up the SCC district: Alexander, Johnson, Massa, Pulaski, and Union.
1.6 Did the review of program need result in actions or modifications? Please explain.	Yes. The discussion and needs identified due to enrollment changes and regional occupational demand led to the revision of the program curriculum guide to be effective Fall 2019. The focus of the program has been narrowed and streamlined. Course offerings were updated to reflect current industry needs. Class sequences were rearranged to allow students to graduate in a timelier manner with a degree to be used in a more wide-spread occupational capacity.
INDICATOR 2: *COST EFFECTIVENESS*	*RESPONSE*

2.1 What are the costs associated with this program?	The Business, Occupational and Technical (BOT) Division has overlapping programs and faculty members. All costs associated with these programs have been given their own cost center with the new institution-wide reporting system. Costs associated with this program include salaries, benefits, instructional supplies, office supplies and equipment, and possible certifications.
2.2 How do costs compare to other programs on campus?	This program cost is in the median range with other SCC Career and Technical Education programs.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	This program of study is fully institutionally funded, including revenue from student technology and lab fees.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	N/A
2.5 Did the review of program cost result in any actions or modifications? Please explain.	Budgetary modifications have occurred as a direct result of institution-wide changes in budgetary planning. Zero-based budget planning has been used to plan for FY2019.
INDICATOR 3: QUALITY	*RESPONSE*
3.1 What are the program's strengths?	The three current full-time instructors have specialties that bring varied strengths to the delivery of all courses. The curriculum guide reflects current industry tends to meet the needs of local employers as well as the potential future professional intention of students. Annual updates occur to applicable software and hardware.
3.2 What are the identified or potential weaknesses of the program?	Low enrollment and lack of marketing.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Traditional face-to-face, online, hybrid, and distance learning. A capstone course and an internship are included in the program.
3.4 How does this program fit into a career pathway?	This degree prepares students for careers in the Business, Marketing & Computer Education pathway. This program prepares students for immediate entry into the workforce or allows them to transfer into a 4-year Business degree with a concentration of their choosing.

3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	Affiliations between faculty and corporate education sponsors as well as relationships with faculty at 4-year institutions fosters the expectations for students to excel and advance their learning to increase their personal career readiness.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	COM 111-Egyptian HS and Vienna HS ENG 111-Dongola HS, Egyptian HS, Goreville HS, Joppa HS, and Vienna HS
3.7 What work-based learning opportunities are available and integrated into the curriculum?	This program is based on working-level guidelines. An internship is required as part of the program, which allows students to gain profession-specific experience for the application of skills learned in the classroom.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	N/A
3.9 Are industry-recognized credentials offered? If so, please list.	N/A
3.10 Is this an apprenticeship program? If so, please elaborate.	Not at this time.
3.11 If applicable, please list the licensure examination pass rate.	N/A
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	N/A
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	No.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	Range: 1:7 to 1:20 Average: 1:10

3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Webinars and regional professional development opportunities are made available to faculty. Full-time faculty meet with adjunct at a minimum of two times per academic year to provide information and training as needed.
3.16 What is the status of the current technology and equipment used for this program?	The program makes use of five computer labs on Main campus. At least one lab is upgraded per year with new hardware and software.
3.17 What assessment methods are used to ensure student success?	Assessment of institution-wide core competencies in communication, problem solving, personal growth and responsibility, research and information literacy, and global and cultural awareness is achieved through hands-on application of information, written and oral presentations, group projects, and testing. A curriculum map of the program verifies that students receive instruction in all core competencies.
3.18 How satisfied are students with their preparation for employment?	Student exit interviews and employer surveys indicate that they are satisfied.
3.19 How is student satisfaction information collected?	Students complete a survey at the end of their internship. Also, exit interviews are conducted when students apply for graduation.
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Regional employers are invited to participate in regular Advisory Council meetings. Because of the relationships that have been developed and fostered with SCC faculty, 4-year university faculty, and employers, open and honest dialogue occurs to ensure needs of employers are incorporated into the curriculum and keeps SCC graduates in demand.
3.21 How often does the program advisory committee meet?	The current advisory process occurs every 3-5 years. The committee has not met more frequently due to distance, time constraints, and availability of multiple employers in the immediate area. The intent is to begin having meetings on an annual basis to provide current and immediate input for the program. Participation via electronic connections will be considered.
3.22 How satisfied are employers in the preparation of the program's graduates?	Feedback from employers through the Advisory Council meetings indicates that they are satisfied with the preparation.

3.23 How is employer satisfaction information collected?	The regional employers that participate in the Advisory Council freely voice whether their needs are met with program completers. Additionally, internship supervisors complete bi-semester evaluations of students in their last semester of the program.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	Yes. Courses were removed and others added in order for curriculum content to remain current with industry standards. Additionally, the course sequence in the curriculum guide was rearranged to provide students with the opportunity to complete in the intended four semester maximum.

DATA ANALYSIS FOR CTE PROGRAM REVIEW

Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.

CTE PROGRAM	Business Management (Associate of Applied Science degree)
CIP CODE	520201

	YEAR 1 2014	*YEAR 2* 2015	*YEAR 3* 2016	*YEAR 4* 2017	*YEAR 5* 2018
NUMBER OF STUDENTS ENROLLED	23	20	18	14	18
NUMBER OF COMPLETERS	1	0	1	1	2
OTHER (PLEASE IDENTIFY)					

How does the data support the program goals? Elaborate.	It was found that students were transferring directly to the 4-year institution with an AA/AS degree rather than applying for completion of the AAS degree. Discussions continue to occur with the 4-year institution to create an articulation agreement.
What disaggregated data was reviewed?	None.
Were there gaps in the data? Please explain.	None.

What is the college doing to overcome any identifiable gaps?	While no gaps have been identified, potential students of all ages and gender are targeted in recruitment efforts. Additionally, a newly implemented Resource system will allow the institution to collect more topic-specific data for review of student demographics.
Are the students served in this program representative of the total student population? Please explain.	Yes. The students are representative of the various demographic characteristics represented in the student population.
Are the students served in this program representative of the district population? Please explain.	Yes. The students are representative of the various demographic characteristics represented in the district population.

REVIEW RESULTS	
Action	☒ Continued with Minor Improvements ☐Significantly Modified ☐Placed on Inactive Status ☐Discontinued/Eliminated ☐Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	This program of study provides a solid foundation for students interested in the Business Management field. The change in course sequence and the removal/addition of a industry-relevant courses will enhance the academic experience for all students and increase their level of preparedness for immediate entry into the workforce or transfer to a 4-year university upon completion of the program.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The changes in the course sequence and the addition of the capstone course will be presented at the November 2018 Curriculum & Instruction meeting on campus. The documentation will then be presented to ICCB before the end of FY2019. Implementation of the changes will occur in the Fall 2019 semester.

Phyllis Sander
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phylliss@shawneecc.edu

BUSINESS MANAGEMENT (AAS Degree)　　　　　　　　　　　(BUS 2210)　　　Minimum 62 hours

Managers function in all sectors of work environments including health care, manufacturing, retailing, government, and business services. This program will help provide the skills and knowledge necessary to successfully achieve organizational goals. Learning to work with people in areas of financing, staffing, planning, and information management, with respect to diversity, is emphasized.

First Year

FALL SEMESTER		Credit Hours
BUS 124	Bookkeeping	3
BUS 128	Intro to Management	3
COM 111	Business Computer Systems	4
MAT 116	College Algebra	4
SPC 111	Speech	3
	TOTAL HOURS	17

SPRING SEMESTER		Credit Hours
ACC 111	Financial Accounting	4
COM 281	Microsoft Excel	2
BUS 210	Principles of Management	3
BUS 214	Business Law	3
ENG 111	English Composition I	3
	TOTAL HOURS	15

Second Year

FALL SEMESTER		Credit Hours
BUS 116	Principles of Marketing	3
BUS 215	Legal and Social Environment of Business	3
BUS 232	Supervision	3
ENG 112	English Composition II	3
MAT 210	General Elementary Statistics	4
	TOTAL HOURS	16

SPRING SEMESTER		Credit Hours
BUS 225	Business Communication	3
BUS 211	Intro to Finance	3
BUS 230	Human Resource Management	3
ECO 211 or ECO 212	Introduction to Macroeconomics or Introduction to Microeconomics	3
BUS 195	Mid-Management Internship	2
	TOTAL HOURS	14

Possible Career Opportunities

Chief Executive Officer (CEO), President, Chief Financial Officer (CFO), Vice President, Chief Operating Officer (COO), Executive Director, Executive Vice President (EVP), Finance Vice President, General Manager, Operations Vice President

O*NET Links: www.onetonline.org
SOC Codes: 11-1011.00

Career & Technical Education				
COLLEGE NAME:		Shawnee Community College (SCC)		
FISCAL YEAR IN REVIEW:		FY18		
PROGRAM IDENTIFICATION INFORMATION				
PROGRAM TITLE	*DEGREE OR CERT*	*TOTAL CREDIT HOURS*	*6-DIGIT CIP CODE*	*LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE*
Logistics Management	**Less-than-One-Year-Certificate**	**19**	**520203**	**International Logistics Logistics Management Logistics & Operations Management**
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
Program Objectives What are the overarching objectives/goals of the program?		The Logistics Management certificate will train students on the purchasing, transportation, warehousing, inventory control, and flow of goods and services. The Logistics Industry encompasses numerous industries including: Warehousing, distribution, transportation, manufacturing, and construction. The Logistics Industry offers two individual certificates to meet the industry demand. Students may select a specific career path in Logistics Management and International Logistics.		
To what extent are these objectives being achieved?		The curriculum of this program meets all stated objectives.		
Past Program Review Action What action was reported last time the program was reviewed?		The program has not been reviewed before.		

CTE Program Review Analysis	
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
List all pre-requisites for this program (courses, placement scores, etc.).	Students must meet college level English competencies. This can be met by attaining Accuplacer scores that meet ENG 111 – English Composition I requirements or documented completion of ENG 047 and ENG 048 – College Reading and Writing (developmental courses).
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).	BUS 232 Supervision ENG 111 or ENG 124 English Composition I or Technical Communication COM 111 Business Computer Systems LOM 100 Introduction to Logistics Management LOM 101 Transportation LOM 102 Supply Chain Management
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	N/A

Indicator 1: Need	*Response*
1.1 How strong is the occupational demand for the program?	According to the U.S. Bureau of Labor Statistics, overall job opportunities should be good because of employment growth and the need to replace the logisticians who are expected to retire or otherwise leave the occupation. Prospects should be best for candidates who have previous experience using logistical software or doing logistical work for the military.

1.2 How has demand changed in the past five years and what is the outlook for the next five years?	**Per the State of Illinois Occupational Employment Projections (Long-term) 2012-2022:**
	Projected Annual Employment by 2022: 5,195
	Employment Increase 2012-2022:
	    Number: 1,007
	    Percent: 24.04
	Average Annual Job Openings due to:
	    Growth: 101
	    Replacements: 48
	    Total: 149
	Annual Compound Growth: 2.18
	
	Per the US Labor Statistics, Employment Projections Program:
	Employment of logisticians is projected to grow 7 percent (10,300 positions) from 2016 to 2026, about as fast as the average for all occupations. Employment growth will be driven by the need for logistics in the transportation of goods in a global economy.

1.3 What is the district and/or regional need?	Enrollment indicates there may not be a regional need.
1.4 How are students recruited for this program?	Students are recruited through SCC community events, newspaper and print materials, High School Business Skills competition, Shawnee Experience Day, and various other recruiting events.
1.5 Where are students recruited from?	Students are recruited with the counties that make up the SCC district: Alexander, Johnson, Massa, Pulaski, and Union.
1.6 Did the review of program need result in actions or modifications? Please explain.	Yes. Due to lack of enrollment, the suggestion is made that the program be discontinued/eliminated.
INDICATOR 2: *COST EFFECTIVENESS*	*RESPONSE*
2.1 What are the costs associated with this program?	The Business, Occupational and Technical (BOT) Division has overlapping programs and faculty members. All costs associated with these programs have been given their own cost center with the new institution-wide reporting system. Costs associated with this program include salaries, benefits, instructional supplies, office supplies and equipment, and possible certifications.
2.2 How do costs compare to other programs on campus?	This program cost is in the median range with other SCC Career and Technical Education programs.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	This program of study is fully institutionally funded, including revenue from student technology and lab fees.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	N/A
2.5 Did the review of program cost result in any actions or modifications? Please explain.	Budgetary modifications have occurred as a direct result of institution-wide changes in budgetary planning. Zero-based budget planning has been used to plan for FY2019.
INDICATOR 3: QUALITY	*RESPONSE*
3.1 What are the program's strengths?	The three current full-time instructors have specialties that bring varied strengths to the delivery of all courses. The curriculum guide reflects current industry trends.
3.2 What are the identified or potential weaknesses of the program?	Lack of enrollment and lack of marketing.

3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Traditional face-to-face, online, hybrid, and distance learning. A capstone course and an internship are included in the program.
3.4 How does this program fit into a career pathway?	This degree prepares students for careers in the Business, Management & Administration pathway. This program prepares students for immediate entry into the workforce.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	Affiliations between faculty and corporate education sponsors as well as relationships with faculty at 4-year institutions fosters the expectations for students to excel and advance their learning to increase their personal career readiness.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	COM 111-Egyptian HS and Vienna HS ENG 111-Dongola HS, Egyptian HS, Goreville HS, Joppa HS, and Vienna HS
3.7 What work-based learning opportunities are available and integrated into the curriculum?	This program is based on working-level guidelines.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	N/A
3.9 Are industry-recognized credentials offered? If so, please list.	N/A
3.10 Is this an apprenticeship program? If so, please elaborate.	Not at this time.
3.11 If applicable, please list the licensure examination pass rate.	N/A
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	N/A
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	No.

3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	Range: 1:4 to 1:20 Average: 1:7
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Webinars and regional professional development opportunities are made available to faculty. Full-time faculty meet with adjunct at a minimum of two times per academic year to provide information and training as needed.
3.16 What is the status of the current technology and equipment used for this program?	The program makes use of five computer labs on Main campus. At least one lab is upgraded per year with new hardware and software.
3.17 What assessment methods are used to ensure student success?	Assessment of institution-wide core competencies in communication, problem solving, personal growth and responsibility, research and information literacy, and global and cultural awareness is achieved through hands-on application of information, written and oral presentations, group projects, and testing. A curriculum map of the program verifies that students receive instruction in all core competencies.
3.18 How satisfied are students with their preparation for employment?	The program has had no completers.
3.19 How is student satisfaction information collected?	Exit interviews are conducted when students apply for graduation.
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	There has been no engagement of area employers.
3.21 How often does the program advisory committee meet?	There has been no advisory meeting for this program.
3.22 How satisfied are employers in the preparation of the program's graduates?	There have been no completers for local employers to review.
3.23 How is employer satisfaction information collected?	There have been no completers for local employers to review.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	Yes. The recommendation is made to discontinue/eliminate the program.

CTE Review Instrument: Program Review/FY 2017-2021

<table>
<tr><td colspan="6">DATA ANALYSIS FOR CTE PROGRAM REVIEW
Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.</td></tr>
<tr><td>CTE PROGRAM</td><td colspan="5">Logistics Management
(Less-Than-One-Year-Certificate)</td></tr>
<tr><td>CIP CODE</td><td colspan="5">520203</td></tr>
<tr><td></td><td>YEAR 1</td><td>YEAR 2</td><td>YEAR 3</td><td>YEAR 4</td><td>YEAR 5</td></tr>
<tr><td>NUMBER OF STUDENTS ENROLLED</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr>
<tr><td>NUMBER OF COMPLETERS</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr>
<tr><td>OTHER (PLEASE IDENTIFY)</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>How does the data support the program goals? Elaborate.</td><td colspan="5">It does not support the program goals.</td></tr>
<tr><td>What disaggregated data was reviewed?</td><td colspan="5">No.</td></tr>
<tr><td>Were there gaps in the data? Please explain.</td><td colspan="5">None identified.</td></tr>
<tr><td>What is the college doing to overcome any identifiable gaps?</td><td colspan="5">N/A</td></tr>
<tr><td>Are the students served in this program representative of the total student population? Please explain.</td><td colspan="5">None are enrolled.</td></tr>
<tr><td>Are the students served in this program representative of the district population? Please explain.</td><td colspan="5">None are enrolled.</td></tr>
<tr><td colspan="6">REVIEW RESULTS</td></tr>
<tr><td>Action</td><td colspan="5">☐Continued with Minor Improvements
☐Significantly Modified
☐Placed on Inactive Status
☒Discontinued/Eliminated
☐Other (please specify)</td></tr>
</table>

Summary Rationale Please provide a brief rationale for the chosen action.	There have been no students enroll or complete since the program was created.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The recommendation to discontinue/eliminate the program will be presented at the November 2018 Curriculum & Instruction meeting on campus. The documentation will then be presented to ICCB before the end of FY2019. Removal from the college catalog will occur prior to the Fall 2019 semester.

LOGISTICS MANAGEMENT (Less-Than-One-Year Certificate)　　　(LOM 2129)　　　Minimum 19 hours

The Logistics Management certificate will train students on the purchasing, transportation, warehousing, inventory control, and flow of goods and services. The Logistics Industry encompasses numerous industries including: Warehousing, distribution, transportation, manufacturing, and construction. The Logistics Industry offers two individual certificates to meet the industry demand. Students may select a specific career path in Logistics Management and International Logistics.

		Credit Hours
BUS 232	Supervision	3
COM 111	Business Computer Systems	4
ENG 111 or ENG 124	English Composition I or Technical Communication I	3
LOM 100	Introduction to Logistics Management	3
LOM 101	Transportation	3
LOM 102	Supply Chain Management	3
	TOTAL HOURS	**19**

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INTERNET AND COMPUTING CORE PREP (Less-Than-One-Year Certificate)　　　(COM 2182)　　　Minimum 7 hours

A job candidate or college applicant with IC3 (Internet and Computing Core) Certification is instantly recognized as already having the critical entry-level skills needed to function effectively in academic and work environments. IC3 certification validates skills using the latest computer and Internet technology to achieve business objectives, expand productivity, improve profitability, and provide a competitive edge. You also get instant access to Certiport Authenticated Digital Transcript. This first-of-its-kind service lets you easily access your exam and certification status, and enables you to share this verified information with potential schools, employers, and staffing agencies.

	Fall Semester	Semester Hours
COM 111	Business Computer Systems	4
COM 189	Networking Technologies	3
	TOTAL	**7**

MICROSOFT OFFICE SPECIALIST PREP (Less-Than-One-Year Certificate)　　　(COM 2183)　　　Minimum 5 hours

Microsoft Office Specialist (MOS) certification is the premier credential chosen by individuals seeking to validate their skills and advance their careers.

Microsoft Office is a powerful service designed to unleash the best ideas, get things done and stay connected on the go. And possessing MOS certification shows the world that you have the skills to harness the full features and functionality of Microsoft Office. Demonstration of increased performance, individual differentiation, and personal confidence in associated with individuals achieving MOS Certification.

	Fall Semester	Semester Hours
COM 111	Business Computer Systems	4
	*One of the below listed courses	1/2
	TOTAL	**5/6**

*COM 280 – Microsoft Word (2)
*COM 281 – Microsoft Excel (2)
*COM 283 – Microsoft Access (2)

Upon completion of the Microsoft Office Specialist Prep Certificate, the end user be prepared to test for the specific MOS exam trained for in the selection of available courses in the concentration (Word, Excel, Access, or PowerPoint)

- If all of the above MOS expert level exams are successfully achieved, students will be awarded a MOS Master Certificate through Microsoft.
- All MOS certification exams are available through the Small Business Development Center (SBDC) testing center.

Career & Technical Education				
COLLEGE NAME:		Shawnee Community College (SCC)		
FISCAL YEAR IN REVIEW:		FY2018		
PROGRAM IDENTIFICATION INFORMATION				
PROGRAM TITLE	*DEGREE OR CERT*	*TOTAL CREDIT HOURS*	*6-DIGIT CIP CODE*	*LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE*
International Logistics	**Less-than-One-Year-Certificate**	**19**	**520203**	**International Logistics Logistics Management Logistics & Operations Management**
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
Program Objectives What are the overarching objectives/goals of the program?		The International Logistics certificate will train students on the purchasing, transportation, warehousing, inventory control, and flow of goods and service on a global level. The Logistics Industry encompasses numerous industries including: Warehousing, distribution, transportation, manufacturing, and construction. The Logistics Industry offers two individual certificates to meet the industry demand. Students may select a specific career path in Logistics Management and International Logistics.		
To what extent are these objectives being achieved?		The curriculum of this program meets all stated objectives.		
Past Program Review Action What action was reported last time the program was reviewed?		The program has not been reviewed before.		

CTE Review Instrument: Program Review/FY 2017-2021

<table>
<tr><td colspan="2"><i>CTE PROGRAM REVIEW ANALYSIS</i>
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</td></tr>
<tr><td>List all pre-requisites for this program (courses, placement scores, etc.).</td><td>Students must meet college level English competencies. This can be met by attaining Accuplacer scores that meet ENG 111 – English Composition I requirements or documented completion of ENG 047 and ENG 048 – College Reading and Writing (developmental courses).</td></tr>
<tr><td>Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).</td><td>BUS 128 Introduction to Management
BUS 256 International Business
COM 111 Business Computer Systems
LOM 100 Introduction to Logistics Management
LOM 101 Transportation
LOM 102 Supply Chain Managemen</td></tr>
<tr><td>Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</td><td>N/A</td></tr>
<tr><td><i>INDICATOR 1: NEED</i></td><td align="center"><i>RESPONSE</i></td></tr>
<tr><td>1.1 How strong is the occupational demand for the program?</td><td>According to the U.S. Bureau of Labor Statistics, overall job opportunities should be good because of employment growth and the need to replace the logisticians who are expected to retire or otherwise leave the occupation. Prospects should be best for candidates who have previous experience using logistical software or doing logistical work for the military.</td></tr>
<tr><td>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</td><td>Per the State of Illinois Occupational Employment Projections (Long-term) 2012-2022:
Projected Annual Employment by 2022: 5,195
Employment Increase 2012-2022:
    Number: 1,007
    Percent: 24.04
Average Annual Job Openings due to:
    Growth: 101
    Replacements: 48
    Total: 149
Annual Compound Growth: 2.18

Per the US Labor Statistics, Employment Projections Program:
Employment of logisticians is projected to grow 7 percent (10,300 positions) from 2016 to 2026, about as fast as the average for all occupations. Employment growth will be driven by the need for logistics in the transportation of goods in a global economy.</td></tr>
</table>

1.3 What is the district and/or regional need?	Enrollment indicates there may not be a regional need.
1.4 How are students recruited for this program?	Students are recruited through SCC community events, newspaper and print materials, High School Business Skills competition, Shawnee Experience Day, and various other recruiting events.
1.5 Where are students recruited from?	Students are recruited with the counties that make up the SCC district: Alexander, Johnson, Massa, Pulaski, and Union.
1.6 Did the review of program need result in actions or modifications? Please explain.	Yes. Due to lack of enrollment, the suggestion is made that the program be discontinued/eliminated.
INDICATOR 2: *COST EFFECTIVENESS*	*RESPONSE*
2.1 What are the costs associated with this program?	The Business, Occupational and Technical (BOT) Division has overlapping programs and faculty members. All costs associated with these programs have been given their own cost center with the new institution-wide reporting system. Costs associated with this program include salaries, benefits, instructional supplies, office supplies and equipment, and possible certifications.
2.2 How do costs compare to other programs on campus?	This program cost is in the median range with other SCC Career and Technical Education programs.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	This program of study is fully institutionally funded, including revenue from student technology and lab fees.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	N/A
2.5 Did the review of program cost result in any actions or modifications? Please explain.	Budgetary modifications have occurred as a direct result of institution-wide changes in budgetary planning. Zero-based budget planning has been used to plan for FY2019.
INDICATOR 3: QUALITY	*RESPONSE*
3.1 What are the program's strengths?	The three current full-time instructors have specialties that bring varied strengths to the delivery of all courses. The curriculum guide reflects current industry trends.
3.2 What are the identified or potential weaknesses of the program?	Lack of enrollment and lack of marketing.

3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Traditional face-to-face, online, hybrid, and distance learning. A capstone course and an internship are included in the program.
3.4 How does this program fit into a career pathway?	This degree prepares students for careers in the Business, Management & Administration pathway. This program prepares students for immediate entry into the workforce.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	Affiliations between faculty and corporate education sponsors as well as relationships with faculty at 4-year institutions fosters the expectations for students to excel and advance their learning to increase their personal career readiness.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	COM 111-Egyptian HS and Vienna HS
3.7 What work-based learning opportunities are available and integrated into the curriculum?	This program is based on working-level guidelines.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	N/A
3.9 Are industry-recognized credentials offered? If so, please list.	N/A
3.10 Is this an apprenticeship program? If so, please elaborate.	Not at this time.
3.11 If applicable, please list the licensure examination pass rate.	N/A
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	N/A
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	No.

3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	Range: 1:4 to 1:20 Average: 1:7
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Webinars and regional professional development opportunities are made available to faculty. Full-time faculty meet with adjunct at a minimum of two times per academic year to provide information and training as needed.
3.16 What is the status of the current technology and equipment used for this program?	The program makes use of five computer labs on Main campus. At least one lab is upgraded per year with new hardware and software.
3.17 What assessment methods are used to ensure student success?	Assessment of institution-wide core competencies in communication, problem solving, personal growth and responsibility, research and information literacy, and global and cultural awareness is achieved through hands-on application of information, written and oral presentations, group projects, and testing. A curriculum map of the program verifies that students receive instruction in all core competencies.
3.18 How satisfied are students with their preparation for employment?	The program has had no completers.
3.19 How is student satisfaction information collected?	Exit interviews are conducted when students apply for graduation.
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	There has been no engagement of area employers.
3.21 How often does the program advisory committee meet?	There has been no advisory meeting for this program.
3.22 How satisfied are employers in the preparation of the program's graduates?	There have been no completers for local employers to review.
3.23 How is employer satisfaction information collected?	There have been no completers for local employers to review.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	Yes. The recommendation is made to discontinue/eliminate the program.

CTE Review Instrument: Program Review/FY 2017-2021

DATA ANALYSIS FOR CTE PROGRAM REVIEW					
Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.					
CTE PROGRAM	International Logistics (Less-Than-One-Year-Certificate)				
CIP CODE	520203				
	YEAR 1	*YEAR 2*	*YEAR 3*	*YEAR 4*	*YEAR 5*
NUMBER OF STUDENTS ENROLLED	0	0	0	0	0
NUMBER OF COMPLETERS	0	0	0	0	0
OTHER (PLEASE IDENTIFY)					
How does the data support the program goals? Elaborate.	It does not support the program goals.				
What disaggregated data was reviewed?	No.				
Were there gaps in the data? Please explain.	None identified.				
What is the college doing to overcome any identifiable gaps?	N/A				
Are the students served in this program representative of the total student population? Please explain.	None are enrolled.				
Are the students served in this program representative of the district population? Please explain.	None are enrolled.				
REVIEW RESULTS					
Action	☐Continued with Minor Improvements ☐Significantly Modified ☐Placed on Inactive Status ☒Discontinued/Eliminated ☐Other (please specify)				

Summary Rationale Please provide a brief rationale for the chosen action.	There have been no students enroll or complete since the program was created.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The recommendation to discontinue/eliminate the program will be presented at the November 2018 Curriculum & Instruction meeting on campus. The documentation will then be presented to ICCB before the end of FY2019. Removal from the college catalog will occur prior to the Fall 2019 semester.

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ruths@shawneecc.edu

LOGISTICS & OPERATIONS MANAGEMENT (AAS Degree) (LOM 2200) Minimum 63 hours

The AAS in Logistics and Operations Management degree prepares graduates with the practical skills and knowledge for success in supervisory- and management-level positions within the logistics and warehousing industry. This program is designed to teach students about the sourcing, procurement, conversion, and logistics concepts associated with the production and delivery of goods and services. Students will also receive knowledge and skills related to interpersonal relationship and supervisory skills.

First Year

FALL SEMESTER		Credit Hours
BUS 128	Introduction to Management	3
ECO 211	Introduction to Macroeconomics	3
ENG 111	English Composition I	3
MAT 121	Technical Mathematics	3
LOM 100	Introduction to Logistics Management	3
	TOTAL HOURS	15

SPRING SEMESTER		Credit Hours
BUS 116	Principals of Marketing	3
BUS 210	Principals of Management	3
LOM 101	Transportation	3
LOM 180	Project Manager	3
COM 111	Business Computer Systems	4
	TOTAL HOURS	16

Second Year

FALL SEMESTER		Credit Hours
ACC 111	Financial Accounting	4
BUS 225	Business Communications	3
IAI Physical Science	IAI Physical Science (see below)	3
LOM 102	Supply Chain Management	3
IAI Humanities	IAI Humanities (see below)	3
	TOTAL HOURS	16

SPRING SEMESTER		Credit Hours
ACC 112	Managerial Accounting	4
SPC 210	Interpersonal Communication	3
BUS 256	International Business	3
BUS 289	Operations Management	3
LOM 202	Applied Supply Chain Management	3
	TOTAL HOURS	16

IAI Humanities Options
___HIS 108 - Twentieth Century Am History
___LIT 210 – Intro to Literature
___LIT 211 – Intro to Poetry
___LIT 212 – Modern Fiction
___LIT 213 – Intro to Drama
___LIT 214 – British Literature
___LIT 215 – British Literature
___LIT 216 – American Literature
___LIT 217 – American Literature

IAI Humanities Options (con't)
___LIT 218 – World Literature
___LIT 219 – Contemporary Multicultural Literature
___LIT 220 – Literature and Gender
___LIT 221 – African American Literature
___PHI 215 – Intro to Philosophy
___PHI 216 – Logic
___PHI 218 – Intro to Ethics and Values
___PHI 219 – Religion in American Society

IAI Physical Sciences
___AST 111 – Astronomy
___CHE 111 – Inorganic, Organic and Biochemistry I
___CHE 114 – Inorganic Chemistry I
___GEO 213 – Geology
___GEO 215 – Intro to Environmental Geology
___GRY 214 – Intro to Physical Geography
___PHY 116 – College Physics I
___PHY 120 – Intro to Real World Physics
___PHY 216 – University Physics I

Possible Career Opportunities

Global Logistics Manager, Integrated Logistics Programs Director, Logistics Manager, Logistics Solution Manager, Supply Chain Logistics Manager, Global Supply Chain Director, Supply Chain Director, Supply Chain Manager, Supply Chain Vice President

O*NET Links: www.onetonline.org
SOC Codes: 11.3071.03/11.9199.04

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INTERNATIONAL LOGISTICS (Less-Than-One-Year Certificate) (LOM 2132) Minimum 19 hours

The International Logistics certificate will train students on the purchasing, transportation, warehousing, inventory control, and flow of goods and service on a global level. The Logistics Industry encompasses numerous industries including: Warehousing, distribution, transportation, manufacturing, and construction. The Logistics Industry offers two individual certificates to meet the industry demand. Students may select a specific career path in Logistics Management and International Logistics.

		Credit Hours
BUS 128	Introduction to Management	3
BUS 256	International Business	3
COM 111	Business Computer Systems	4
LOM 100	Introduction to Logistics Management	3
LOM 101	Transportation	3
LOM 102	Supply Chain Management	3
	TOTAL HOURS	19

Career & Technical Education				
COLLEGE NAME:		Shawnee Community College (SCC)		
FISCAL YEAR IN REVIEW:		FY2018		
PROGRAM IDENTIFICATION INFORMATION				
PROGRAM TITLE	*DEGREE OR CERT*	*TOTAL CREDIT HOURS*	*6-DIGIT CIP CODE*	*LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE*
Logistics & Operations Management	**AAS**	**63**	**520203**	**International Logistics Logistics Management Logistics & Operations Management**
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
Program Objectives What are the overarching objectives/goals of the program?	The AAS in Logistics and Operations Management degree prepares graduates with the practical skills and knowledge for success in supervisory- and management-level positions within the logistics and warehousing industry. This program is designed to teach students about the sourcing, procurement, conversion, and logistics concepts associated with the production and delivery of goods and services. Students will also receive knowledge and skills related to interpersonal relationship and supervisory skills.			
To what extent are these objectives being achieved?	The curriculum of this program meets all stated objectives.			
Past Program Review Action What action was reported last time the program was reviewed?	The program has not been reviewed before.			

CTE PROGRAM REVIEW ANALYSIS	
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
List all pre-requisites for this program (courses, placement scores, etc.).	Students must meet college level English competencies. This can be met by attaining Accuplacer scores that meet ENG 111 – English Composition I requirements or documented completion of ENG 047 and ENG 048 – College Reading and Writing (developmental courses).
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).	BUS 128 Introduction to Management ACC 111 Financial Accounting ECO 211 Introduction to Macroeconomics BUS 225 Business Communications ENG 111 English Composition I IAI Physical Science IAI Physical Science MAT 121 Technical Mathematics LOM 102 Supply Chain Management LOM 100 Introduction to Logistics Management IAI Humanities IAI Humanities BUS 116 Principals of Marketing ACC 112 Managerial Accounting BUS 210 Principals of Management SPC 210 Interpersonal Communication LOM 101 Transportation BUS 256 International Business LOM 180 Project Manager BUS 289 Operations Management COM 111 Business Computer Systems LOM 202 Applied Supply Chain Management
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	In order for the students to be sufficiently prepared for employment, each of the core courses were considered to be relevant to the field and, therefore, required. The additional general education courses are per the ICCB requirement.
INDICATOR 1: NEED	*RESPONSE*
1.1 How strong is the occupational demand for the program?	According to the U.S. Bureau of Labor Statistics, overall job opportunities should be good because of employment growth and the need to replace the logisticians who are expected to retire or otherwise leave the occupation. Prospects should be best for candidates who have previous experience using logistical software or doing logistical work for the military.

1.2 How has demand changed in the past five years and what is the outlook for the next five years?	**Per the State of Illinois Occupational Employment Projections (Long-term) 2012-2022:**
	Projected Annual Employment by 2022: 5,195
	Employment Increase 2012-2022:
	    Number: 1,007
	    Percent: 24.04
	Average Annual Job Openings due to:
	    Growth: 101
	    Replacements: 48
	    Total: 149
	Annual Compound Growth: 2.18
	
	Per the US Labor Statistics, Employment Projections Program:
	Employment of logisticians is projected to grow 7 percent (10,300 positions) from 2016 to 2026, about as fast as the average for all occupations. Employment growth will be driven by the need for logistics in the transportation of goods in a global economy.

1.3 What is the district and/or regional need?	Enrollment indicates there may not be a regional need.
1.4 How are students recruited for this program?	Students are recruited through SCC community events, newspaper and print materials, High School Business Skills competition, Shawnee Experience Day, and various other recruiting events.
1.5 Where are students recruited from?	Students are recruited with the counties that make up the SCC district: Alexander, Johnson, Massa, Pulaski, and Union.
1.6 Did the review of program need result in actions or modifications? Please explain.	Yes. Due to lack of enrollment, the suggestion is made that the program be discontinued/eliminated.
INDICATOR 2: *COST EFFECTIVENESS*	*RESPONSE*
2.1 What are the costs associated with this program?	The Business, Occupational and Technical (BOT) Division has overlapping programs and faculty members. All costs associated with these programs have been given their own cost center with the new institution-wide reporting system. Costs associated with this program include salaries, benefits, instructional supplies, office supplies and equipment, and possible certifications.
2.2 How do costs compare to other programs on campus?	This program cost is in the median range with other SCC Career and Technical Education programs.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	This program of study is fully institutionally funded, including revenue from student technology and lab fees.

2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	N/A
2.5 Did the review of program cost result in any actions or modifications? Please explain.	Budgetary modifications have occurred as a direct result of institution-wide changes in budgetary planning. Zero-based budget planning has been used to plan for FY2019.
INDICATOR 3: QUALITY	*RESPONSE*
3.1 What are the program's strengths?	The three current full-time instructors have specialties that bring varied strengths to the delivery of all courses. The curriculum guide reflects current industry trends.
3.2 What are the identified or potential weaknesses of the program?	Lack of enrollment and lack of marketing.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Traditional face-to-face, online, hybrid, and distance learning. A capstone course and an internship are included in the program.
3.4 How does this program fit into a career pathway?	This degree prepares students for careers in the Business, Management & Administration pathway. This program prepares students for immediate entry into the workforce.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	Affiliations between faculty and corporate education sponsors as well as relationships with faculty at 4-year institutions fosters the expectations for students to excel and advance their learning to increase their personal career readiness.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	COM 111-Egyptian HS and Vienna HS ENG 111-Dongola HS, Egyptian HS, Goreville HS, Joppa HS, and Vienna HS
3.7 What work-based learning opportunities are available and integrated into the curriculum?	This program is based on working-level guidelines.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	N/A
3.9 Are industry-recognized credentials offered? If so, please list.	N/A

3.10 Is this an apprenticeship program? If so, please elaborate.	Not at this time.
3.11 If applicable, please list the licensure examination pass rate.	N/A
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	N/A
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	No.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	Range: 1:4 to 1:20 Average: 1:7
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Webinars and regional professional development opportunities are made available to faculty. Full-time faculty meet with adjunct at a minimum of two times per academic year to provide information and training as needed.
3.16 What is the status of the current technology and equipment used for this program?	The program makes use of five computer labs on Main campus. At least one lab is upgraded per year with new hardware and software.
3.17 What assessment methods are used to ensure student success?	Assessment of institution-wide core competencies in communication, problem solving, personal growth and responsibility, research and information literacy, and global and cultural awareness is achieved through hands-on application of information, written and oral presentations, group projects, and testing. A curriculum map of the program verifies that students receive instruction in all core competencies.
3.18 How satisfied are students with their preparation for employment?	The program has had no completers.
3.19 How is student satisfaction information collected?	Exit interviews are conducted when students apply for graduation.
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	There has been no engagement of area employers.

3.21 How often does the program advisory committee meet?	There has been no advisory meeting for this program.
3.22 How satisfied are employers in the preparation of the program's graduates?	There have been no completers for local employers to review.
3.23 How is employer satisfaction information collected?	There have been no completers for local employers to review.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	Yes. The recommendation is made to discontinue/eliminate the program.

DATA ANALYSIS FOR CTE PROGRAM REVIEW

Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.

CTE PROGRAM	Logistics & Operations Management (Associate of Applied Science degree)
CIP CODE	520203

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
NUMBER OF STUDENTS ENROLLED	0	0	0	0	0
NUMBER OF COMPLETERS	0	0	0	0	0
OTHER (PLEASE IDENTIFY)					

How does the data support the program goals? Elaborate.	It does not support the program goals.
What disaggregated data was reviewed?	No.
Were there gaps in the data? Please explain.	None identified.
What is the college doing to overcome any identifiable gaps?	N/A
Are the students served in this program	None are enrolled.

representative of the total student population? Please explain.	
Are the students served in this program representative of the district population? Please explain.	None are enrolled.

REVIEW RESULTS	
Action	☐Continued with Minor Improvements ☐Significantly Modified ☐Placed on Inactive Status ☒Discontinued/Eliminated ☐Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	There have been no students enroll or complete since the program was created.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The recommendation to discontinue/eliminate the program will be presented at the November 2018 Curriculum & Instruction meeting on campus. The documentation will then be presented to ICCB before the end of FY2019. Removal from the college catalog will occur prior to the Fall 2019 semester.

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LOGISTICS & OPERATIONS MANAGEMENT (AAS Degree) (LOM 2200) Minimum 63 hours

The AAS in Logistics and Operations Management degree prepares graduates with the practical skills and knowledge for success in supervisory- and management-level positions within the logistics and warehousing industry. This program is designed to teach students about the sourcing, procurement, conversion, and logistics concepts associated with the production and delivery of goods and services. Students will also receive knowledge and skills related to interpersonal relationship and supervisory skills.

First Year

FALL SEMESTER		Credit Hours
BUS 128	Introduction to Management	3
ECO 211	Introduction to Macroeconomics	3
ENG 111	English Composition I	3
MAT 121	Technical Mathematics	3
LOM 100	Introduction to Logistics Management	3
	TOTAL HOURS	15

SPRING SEMESTER		Credit Hours
BUS 116	Principals of Marketing	3
BUS 210	Principals of Management	3
LOM 101	Transportation	3
LOM 180	Project Manager	3
COM 111	Business Computer Systems	4
	TOTAL HOURS	16

Second Year

FALL SEMESTER		Credit Hours
ACC 111	Financial Accounting	4
BUS 225	Business Communications	3
IAI Physical Science	IAI Physical Science (see below)	3
LOM 102	Supply Chain Management	3
IAI Humanities	IAI Humanities (see below)	3
	TOTAL HOURS	16

SPRING SEMESTER		Credit Hours
ACC 112	Managerial Accounting	4
SPC 210	Interpersonal Communication	3
BUS 256	International Business	3
BUS 289	Operations Management	3
LOM 202	Applied Supply Chain Management	3
	TOTAL HOURS	16

IAI Humanities Options
___HIS 108 - Twentieth Century Am History
___LIT 210 – Intro to Literature
___LIT 211 – Intro to Poetry
___LIT 212 – Modern Fiction
___LIT 213 – Intro to Drama
___LIT 214 – British Literature
___LIT 215 – British Literature
___LIT 216 – American Literature
___LIT 217 – American Literature

IAI Humanities Options (con't)
___LIT 218 – World Literature
___LIT 219 – Contemporary Multicultural Literature
___LIT 220 – Literature and Gender
___LIT 221 – African American Literature
___PHI 215 – Intro to Philosophy
___PHI 216 – Logic
___PHI 218 – Intro to Ethics and Values
___PHI 219 – Religion in American Society

IAI Physical Sciences
___AST 111 – Astronomy
___CHE 111 – Inorganic, Organic and Biochemistry I
___CHE 114 – Inorganic Chemistry I
___GEO 213 – Geology
___GEO 215 – Intro to Environmental Geology
___GRY 214 – Intro to Physical Geography
___PHY 116 – College Physics I
___PHY 120 – Intro to Real World Physics
___PHY 216 – University Physics I

Possible Career Opportunities

Global Logistics Manager, Integrated Logistics Programs Director, Logistics Manager, Logistics Solution Manager, Supply Chain Logistics Manager, Global Supply Chain Director, Supply Chain Director, Supply Chain Manager, Supply Chain Vice President

O*NET Links: www.onetonline.org
SOC Codes: 11.3071.03/11.9199.04

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INTERNATIONAL LOGISTICS (Less-Than-One-Year Certificate) (LOM 2132) Minimum 19 hours

The International Logistics certificate will train students on the purchasing, transportation, warehousing, inventory control, and flow of goods and service on a global level. The Logistics Industry encompasses numerous industries including: Warehousing, distribution, transportation, manufacturing, and construction. The Logistics Industry offers two individual certificates to meet the industry demand. Students may select a specific career path in Logistics Management and International Logistics.

		Credit Hours
BUS 128	Introduction to Management	3
BUS 256	International Business	3
COM 111	Business Computer Systems	4
LOM 100	Introduction to Logistics Management	3
LOM 101	Transportation	3
LOM 102	Supply Chain Management	3
	TOTAL HOURS	19

Career & Technical Education

COLLEGE NAME:	Shawnee Community College (SCC)
FISCAL YEAR IN REVIEW:	FY18

PROGRAM IDENTIFICATION INFORMATION				
PROGRAM TITLE	*DEGREE OR CERT*	*TOTAL CREDIT HOURS*	*6-DIGIT CIP CODE*	*LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE*
Information Processing	**Certificate**	**32**	**520401**	**Information Processing and Information Processing Technology**

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.

Program Objectives What are the overarching objectives/goals of the program?	The information processing certificate program combines data processing and word processing courses to prepare students to electronically input, edit, store, and recall written communications. At the completion of the program, students will have the necessary skills to be employed in a general office environment with computer software application skills as required.
To what extent are these objectives being achieved?	The curriculum of this program meets all stated objectives.
Past Program Review Action What action was reported last time the program was reviewed?	Continue with minor improvements

CTE PROGRAM REVIEW ANALYSIS
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.

List all pre-requisites for this program (courses, placement scores, etc.).	Students must meet college level English competencies. This can be met by attaining Accuplacer scores that meet ENG 111 – English Composition I requirements or documented completion of ENG 047 and ENG 048 – College Reading and Writing (developmental courses).

Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).	BUS 210 Principles of Management BUS 214 Business Law I COM 111 Business Computer Systems COM 222 Computer Logic COM 201 Windows Operating System COM 265 Command Prompt - Windows COM 280 Microsoft Word COM 281 Microsoft Excel ENG 124 or ENG 111 Technical Communication I or English Composition I ENG 221 or ENG 112 Technical Communication II or English Composition II SEM 200 Career Decision Making SPC 111 Speech
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	N/A

INDICATOR 1: NEED	*RESPONSE*
1.1 How strong is the occupational demand for the program?	If wages can be used as a relevant indicator of demand, the U.S. Bureau of Labor Statistics states the median annual wage for information technology occupations was $84,580 in May 2017, which was higher than the median annual wage for all occupations of $37,690.

1.2 How has demand changed in the past five years and what is the outlook for the next five years?	**Per the State of Illinois Occupational Employment Projections (Long-term) 2012-2022:**
	Projected Annual Employment by 2022: 15,805
	Employment Increase 2012-2022:
	   Number: 2,080
	   Percent: 15.15
	Average Annual Job Openings due to:
	   Growth: 208
	   Replacements: 191
	   Total: 399
	Annual Compound Growth: 1.42
	
	Per the US Labor Statistics, Employment Projections Program:
	Employment of information technology occupations is projected to grow 13 percent from 2016 to 2026, faster than the average for all occupations. These occupations are projected to add about 557,100 new jobs. Demand for these workers will stem from greater emphasis on cloud computing, the collection and storage of big data, and information security.

1.3 What is the district and/or regional need?	Local and regional entities continue to hire completers of this program. While the regional demand is not high, it does remain constant.

1.4 How are students recruited for this program?	Students are recruited through SCC community events, newspaper and print materials, High School Business Skills competition, Shawnee Experience Day, and various other recruiting events.
1.5 Where are students recruited from?	Students are recruited with the counties that make up the SCC district: Alexander, Johnson, Massa, Pulaski, and Union.
1.6 Did the review of program need result in actions or modifications? Please explain.	Yes. The discussion and needs identified due to enrollment changes and regional occupational demand led to the revision of the program curriculum guide to be effective Fall 2019. Class sequences were rearranged to allow students to graduate in a timelier manner.
INDICATOR 2: *COST EFFECTIVENESS*	*RESPONSE*
2.1 What are the costs associated with this program?	The Business, Occupational and Technical (BOT) Division has overlapping programs and faculty members. All costs associated with these programs have been given their own cost center with the new institution-wide reporting system. Costs associated with this program include salaries, benefits, instructional supplies, office supplies and equipment, and possible certifications.
2.2 How do costs compare to other programs on campus?	This program cost is in the median range with other SCC Career and Technical Education programs.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	This program of study is fully institutionally funded, including revenue from student technology and lab fees.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	N/A
2.5 Did the review of program cost result in any actions or modifications? Please explain.	Budgetary modifications have occurred as a direct result of institution-wide changes in budgetary planning. Zero-based budget planning has been used to plan for FY2019.
INDICATOR 3: QUALITY	*RESPONSE*
3.1 What are the program's strengths?	The three current full-time instructors have specialties that bring varied strengths to the delivery of all courses. The curriculum guide reflects current industry tends to meet the needs of local employers as well as the potential future professional intention of students. Annual updates occur to applicable software and hardware.

3.2 What are the identified or potential weaknesses of the program?	Low enrollment and lack of marketing.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Traditional face-to-face, online, hybrid, and distance learning. A capstone course and an internship are included in the program.
3.4 How does this program fit into a career pathway?	This degree prepares students for careers in the Business, Marketing & Computer Education pathway. This program prepares students for immediate entry into the workforce or allows them to transfer into a 4-year Business degree with a concentration of their choosing.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	Affiliations between faculty and corporate education sponsors as well as relationships with faculty at 4-year institutions fosters the expectations for students to excel and advance their learning to increase their personal career readiness.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	COM 111-Egyptian HS and Vienna HS ENG 111-Dongola HS, Egyptian HS, Goreville HS, Joppa HS, and Vienna HS
3.7 What work-based learning opportunities are available and integrated into the curriculum?	This program is based on working-level guidelines.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	N/A
3.9 Are industry-recognized credentials offered? If so, please list.	N/A
3.10 Is this an apprenticeship program? If so, please elaborate.	Not at this time.
3.11 If applicable, please list the licensure examination pass rate.	N/A
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	N/A

3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	No.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	Range: 1:4 to 1:20 Average: 1:7
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Webinars and regional professional development opportunities are made available to faculty. Full-time faculty meet with adjunct at a minimum of two times per academic year to provide information and training as needed.
3.16 What is the status of the current technology and equipment used for this program?	The program makes use of five computer labs on Main campus. At least one lab is upgraded per year with new hardware and software.
3.17 What assessment methods are used to ensure student success?	Assessment of institution-wide core competencies in communication, problem solving, personal growth and responsibility, research and information literacy, and global and cultural awareness is achieved through hands-on application of information, written and oral presentations, group projects, and testing. A curriculum map of the program verifies that students receive instruction in all core competencies.
3.18 How satisfied are students with their preparation for employment?	Student exit interviews and employer surveys indicate that they are satisfied.
3.19 How is student satisfaction information collected?	Students complete a survey at the end of their internship. Also, exit interviews are conducted when students apply for graduation.
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Regional employers are invited to participate in regular Advisory Council meetings. Because of the relationships that have been developed and fostered with SCC faculty, 4-year university faculty, and employers, open and honest dialogue occurs to ensure needs of employers are incorporated into the curriculum and keeps SCC graduates in demand.
3.21 How often does the program advisory committee meet?	The current advisory process occurs every 3-5 years. The committee has not met more frequently due to distance, time constraints, and availability of multiple employers in the immediate area. The intent is to begin having meetings on an annual basis to provide current and immediate input for the program. Participation via electronic connections will be considered.
3.22 How satisfied are employers in the preparation of the program's graduates?	Feedback from employers through the Advisory Council meetings indicates that they are satisfied with the preparation.

3.23 How is employer satisfaction information collected?	The regional employers that participate in the Advisory Council freely voice whether their needs are met with program completers. Additionally, internship supervisors complete bi-semester evaluations of students in their last semester of the program.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	Yes. The course sequence in the curriculum guide was rearranged to provide students with the opportunity to complete in the intended two semester maximum.

DATA ANALYSIS FOR CTE PROGRAM REVIEW
Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.

CTE PROGRAM	Information Processing (One-Year Certificate)
CIP CODE	520401

	YEAR 1	*YEAR 2*	*YEAR 3*	*YEAR 4*	*YEAR 5*
NUMBER OF STUDENTS ENROLLED	2	0	0	0	0
NUMBER OF COMPLETERS	0	0	0	0	0
OTHER (PLEASE IDENTIFY)					

How does the data support the program goals? Elaborate.	The program goal is to prepare students to enter the workforce or complete an AAS degree. The data is representative of what was discovered in the review process about completers not finishing in the recommended 2-semester timeline. The sequence of the courses has been rearranged to address this issue.
What disaggregated data was reviewed?	None.
Were there gaps in the data? Please explain.	No. However, the majority of student enrollment is typically female.
What is the college doing to overcome any identifiable gaps?	Recruitment for the program is not gender-specific. Potential students of all ages and gender are targeted in recruitment efforts. Additionally, a newly implemented Resource system will allow the institution to collect more topic-specific data for review of student demographics.
Are the students served in this program representative of the total student population? Please explain.	There is a higher female rate of enrollment in this program than the college as a whole. This is contrary to the overall high male enrollment in CTE programs at the institution. The students are representative of the multiple races represented in the student population.

Are the students served in this program representative of the district population? Please explain.	Yes. The students are representative of the multiple races represented in the district population.

REVIEW RESULTS	
Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐Placed on Inactive Status ☐Discontinued/Eliminated ☐Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	This program of study provides a solid foundation for students interested in the Information Processing Technology field. The change in course sequence will enhance the academic experience for all students and increase their level of preparedness for immediate entry into the workforce upon completion of the program.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The changes in the course sequence and the addition of the capstone course will be presented at the November 2018 Curriculum & Instruction meeting on campus. The documentation will then be presented to ICCB before the end of FY2019. Implementation of the changes will occur in the Fall 2019 semester.

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INFORMATION PROCESSING (One-Year Certificate) (IMS 2108) Minimum 32 hours

The information processing certificate program combines data processing and word processing courses to prepare students to electronically input, edit, store, and recall written communications. At the completion of the program, students will have the necessary skills to be employed in a general office environment with computer software application skills as required.

FALL SEMESTER		Credit Hours
BUS 210	Principles of Management	3
COM 111	Business Computer Systems	4
COM 201	Windows Operating System	1
COM 280	Microsoft Word	2
ENG 124 or ENG 111	Technical Communication I or English Composition I	3
SEM 200	Career Decision Making	3
	TOTAL HOURS	16

SPRING SEMESTER		Credit Hours
BUS 214	Business Law I	3
COM 222	Computer Logic	3
COM 265	Command Prompt - Windows	2
COM 281	Microsoft Excel	2
ENG 221 or ENG 112	Technical Communication II or English Composition II	3
SPC 111	Speech	3
	TOTALHOURS	16

INFORMATION PROCESSING - TECHNOLOGY (AAS Degree) (IMS 2209) Minimum 62 hours

Information Processing involves coordinating people, equipment, and procedures to organize information in a meaningful way within an organization. Information Processing has become a common term referring to the electronic processing of various categories of information (data, words/text, graphics, images, numbers, and voice). This program seeks to prepare the individual for employment in the workplace as a processor of information using automated/electronic technology.

First Year

FALL SEMESTER		Credit Hours
BUS 210	Principles of Management	3
COM 111	Business Computer Systems	4
COM 201	Windows Operating System	1
COM 280	Microsoft Word	2
ENG 124 or ENG 111	Technical Communication I or English Composition I	3
SEM 200	Career Decision Making	3
	TOTAL HOURS	16

SPRING SEMESTER		Credit Hours
BUS 214	Business Law I	3
COM 222	Computer Logic	3
COM 265	Command Prompt - Windows	2
COM 281	Microsoft Excel	2
ENG 221 or ENG 112	Technical Communication II or English Composition II	3
SPC 111	Speech	3
	TOTAL HOURS	16

Second Year

FALL SEMESTER		Credit Hours
ACC 111	Financial Accounting	4
BUS 215	Legal & Social Environment of Business	3
COM 190	Microsoft Publisher	1
COM 225	Systems Analysis	3
COM 231 or COM 239	C Programming or JAVA Programming	3
COM 283	Microsoft Access	2
	TOTAL HOURS	16

SPRING SEMESTER		Credit Hours
BUS 225	Business Communication	3
ECO 212	Introduction to Microeconomics	3
IMS 227	Office Information Processing I	3
PSY 211	Introduction to Psychology	3
IMS 197	Information Processing Internship	2
	TOTAL HOURS	14

Possible Career Opportunities

IT Manager, IT Project Manager, Manager of IT, Program Manager, Project Manager, Project Manager/Team Coach, Senior Lead Projet Manager, Senior Project Leader/Team Lead (Project Manager), Transition Manger

O*NET Links: www.oneonline.or
SOC Codes: 15-1199.09

Career & Technical Education

COLLEGE NAME:	Shawnee Community College (SCC)
FISCAL YEAR IN REVIEW:	FY18

PROGRAM IDENTIFICATION INFORMATION

PROGRAM TITLE	DEGREE OR CERT	TOTAL CREDIT HOURS	6-DIGIT CIP CODE	LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE
Information Processing Technology	**AAS**	**62**	**520407**	**Information Processing and Information Processing Technology**

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.

Program Objectives What are the overarching objectives/goals of the program?	Information Processing involves coordinating people, equipment, and procedures to organize information in a meaningful way within an organization. Information Processing has become a common term referring to the electronic processing of various categories of information (data, words/text, graphics, images, numbers, and voice). This program seeks to prepare the individual for employment in the workplace as a processor of information using automated/electronic technology.
To what extent are these objectives being achieved?	The curriculum of this program meets all stated objectives.
Past Program Review Action What action was reported last time the program was reviewed?	Continued with minor improvements.

CTE PROGRAM REVIEW ANALYSIS

Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.

List all pre-requisites for this program (courses, placement scores, etc.).	Students must meet college level English competencies. This can be met by attaining Accuplacer scores that meet ENG 111 – English Composition I requirements or documented completion of ENG 047 and ENG 048 – College Reading and Writing (developmental courses).

Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).	BUS 210 Principles of Management ACC 111 Financial Accounting COM 111 Business Computer Systems BUS 215 Legal & Social Environment of Business COM 201 Windows Operating System COM 190 Microsoft Publisher COM 280 Microsoft Word COM 225 Systems Analysis ENG 124 or ENG 111 Technical Communication I or English Composition I COM 231 or COM 239 C Programming or JAVA Programming SEM 200 Career Decision Making COM 283 Microsoft Access BUS 214 Business Law I BUS 225 Business Communication COM 222 Computer Logic ECO 212 Introduction to Microeconomics COM 265 Command Prompt - Windows IMS 227 Office Information Processing I COM 281 Microsoft Excel PSY 211 Introduction to Psychology ENG 221 or ENG 112 Technical Communication II or English Composition II IMS 197 Information Processing Internship SPC 111 Speech
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	N/A

CTE Review Instrument: Program Review/FY 2017-2021

INDICATOR 1: NEED	*RESPONSE*
1.1 How strong is the occupational demand for the program?	If wages can be used as a relevant indicator of demand, the U.S. Bureau of Labor Statistics states the median annual wage for information technology occupations was $84,580 in May 2017, which was higher than the median annual wage for all occupations of $37,690.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	**Per the State of Illinois Occupational Employment Projections (Long-term) 2012-2022:** Projected Annual Employment by 2022: 15,805 Employment Increase 2012-2022: Number: 2,080 Percent: 15.15 Average Annual Job Openings due to: Growth: 208 Replacements: 191 Total: 399 Annual Compound Growth: 1.42 **Per the US Labor Statistics, Employment Projections Program:** Employment of information technology occupations is projected to grow 13 percent from 2016 to 2026, faster than the average for all occupations. These occupations are projected to add about 557,100 new jobs. Demand for these workers will stem from greater emphasis on cloud computing, the collection and storage of big data, and information security.
1.3 What is the district and/or regional need?	Local and regional entities continue to hire completers of this program. While the regional demand is not high, it does remain constant.
1.4 How are students recruited for this program?	Students are recruited through SCC community events, newspaper and print materials, High School Business Skills competition, Shawnee Experience Day, and various other recruiting events.
1.5 Where are students recruited from?	Students are recruited with the counties that make up the SCC district: Alexander, Johnson, Massa, Pulaski, and Union.
1.6 Did the review of program need result in actions or modifications? Please explain.	Yes. The discussion and needs identified due to enrollment changes and regional occupational demand led to the revision of the program curriculum guide to be effective Fall 2019. Class sequences were rearranged to allow students to graduate in a timelier manner.

INDICATOR 2: *COST EFFECTIVENESS*	*RESPONSE*
2.1 What are the costs associated with this program?	The Business, Occupational and Technical (BOT) Division has overlapping programs and faculty members. All costs associated with these programs have been given their own cost center with the new institution-wide reporting system. Costs associated with this program include salaries, benefits, instructional supplies, office supplies and equipment, and possible certifications.
2.2 How do costs compare to other programs on campus?	This program cost is in the median range with other SCC Career and Technical Education programs.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	This program of study is fully institutionally funded, including revenue from student technology and lab fees.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	N/A
2.5 Did the review of program cost result in any actions or modifications? Please explain.	Budgetary modifications have occurred as a direct result of institution-wide changes in budgetary planning. Zero-based budget planning has been used to plan for FY2019.
INDICATOR 3: QUALITY	*RESPONSE*
3.1 What are the program's strengths?	The three current full-time instructors have specialties that bring varied strengths to the delivery of all courses. The curriculum guide reflects current industry tends to meet the needs of local employers as well as the potential future professional intention of students. Annual updates occur to applicable software and hardware.
3.2 What are the identified or potential weaknesses of the program?	Low enrollment and lack of marketing.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Traditional face-to-face, online, hybrid, and distance learning. A capstone course and an internship are included in the program.
3.4 How does this program fit into a career pathway?	This degree prepares students for careers in the Business, Marketing & Computer Education pathway. This program prepares students for immediate entry into the workforce or allows them to transfer into a 4-year Business degree with a concentration of their choosing.

3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	Affiliations between faculty and corporate education sponsors as well as relationships with faculty at 4-year institutions fosters the expectations for students to excel and advance their learning to increase their personal career readiness.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	COM 111-Egyptian HS and Vienna HS ENG 111-Dongola HS, Egyptian HS, Goreville HS, Joppa HS, and Vienna HS
3.7 What work-based learning opportunities are available and integrated into the curriculum?	This program is based on working-level guidelines.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	N/A
3.9 Are industry-recognized credentials offered? If so, please list.	N/A
3.10 Is this an apprenticeship program? If so, please elaborate.	Not at this time.
3.11 If applicable, please list the licensure examination pass rate.	N/A
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	N/A
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	No.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	Range: 1:4 to 1:20 Average: 1:7
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Webinars and regional professional development opportunities are made available to faculty. Full-time faculty meet with adjunct at a minimum of two times per academic year to provide information and training as needed.

3.16 What is the status of the current technology and equipment used for this program?	The program makes use of five computer labs on Main campus. At least one lab is upgraded per year with new hardware and software.
3.17 What assessment methods are used to ensure student success?	Assessment of institution-wide core competencies in communication, problem solving, personal growth and responsibility, research and information literacy, and global and cultural awareness is achieved through hands-on application of information, written and oral presentations, group projects, and testing. A curriculum map of the program verifies that students receive instruction in all core competencies.
3.18 How satisfied are students with their preparation for employment?	Student exit interviews and employer surveys indicate that they are satisfied.
3.19 How is student satisfaction information collected?	Students complete a survey at the end of their internship. Also, exit interviews are conducted when students apply for graduation.
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Regional employers are invited to participate in regular Advisory Council meetings. Because of the relationships that have been developed and fostered with SCC faculty, 4-year university faculty, and employers, open and honest dialogue occurs to ensure needs of employers are incorporated into the curriculum and keeps SCC graduates in demand.
3.21 How often does the program advisory committee meet?	The current advisory process occurs every 3-5 years. The committee has not met more frequently due to distance, time constraints, and availability of multiple employers in the immediate area. The intent is to begin having meetings on an annual basis to provide current and immediate input for the program. Participation via electronic connections will be considered.
3.22 How satisfied are employers in the preparation of the program's graduates?	Feedback from employers through the Advisory Council meetings indicates that they are satisfied with the preparation.
3.23 How is employer satisfaction information collected?	The regional employers that participate in the Advisory Council freely voice whether their needs are met with program completers. Additionally, internship supervisors complete bi-semester evaluations of students in their last semester of the program.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	Yes. The course sequence in the curriculum guide was rearranged to provide students with the opportunity to complete in the intended two semester maximum.

DATA ANALYSIS FOR CTE PROGRAM REVIEW					
Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.					
CTE PROGRAM	Information Processing (One-Year Certificate)				
CIP CODE	520407				
	YEAR 1	*YEAR 2*	*YEAR 3*	*YEAR 4*	*YEAR 5*
NUMBER OF STUDENTS ENROLLED	0	0	1	1	1
NUMBER OF COMPLETERS	0	0	0	0	0
OTHER (PLEASE IDENTIFY)					
How does the data support the program goals? Elaborate.	The program goal is to prepare students to enter the workforce or complete an AAS degree. The data is representative of what was discovered in the review process about completers not finishing in the recommended 4-semester timeline. The sequence of the courses has been rearranged to address this issue.				
What disaggregated data was reviewed?	None.				
Were there gaps in the data? Please explain.	No. However, the majority of student enrollment is typically female.				
What is the college doing to overcome any identifiable gaps?	Recruitment for the program is not gender-specific. Potential students of all ages and gender are targeted in recruitment efforts. Additionally, a newly implemented Resource system will allow the institution to collect more topic-specific data for review of student demographics.				
Are the students served in this program representative of the total student population? Please explain.	There is a higher female rate of enrollment in this program than the college as a whole. This is contrary to the overall high male enrollment in CTE programs at the institution. The students are representative of the multiple races represented in the student population.				
Are the students served in this program representative of the district population? Please explain.	Yes. The students are representative of the multiple races represented in the district population.				
REVIEW RESULTS					

Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐Placed on Inactive Status ☐Discontinued/Eliminated ☐Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	This program of study provides a solid foundation for students interested in the Information Processing Technology field. The change in course sequence will enhance the academic experience for all students and increase their level of preparedness for immediate entry into the workforce upon completion of the program.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The changes in the course sequence and the addition of the capstone course will be presented at the November 2018 Curriculum & Instruction meeting on campus. The documentation will then be presented to ICCB before the end of FY2019. Implementation of the changes will occur in the Fall 2019 semester.

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INFORMATION PROCESSING (One-Year Certificate) (IMS 2108) Minimum 32 hours

The information processing certificate program combines data processing and word processing courses to prepare students to electronically input, edit, store, and recall written communications. At the completion of the program, students will have the necessary skills to be employed in a general office environment with computer software application skills as required.

FALL SEMESTER		Credit Hours
BUS 210	Principles of Management	3
COM 111	Business Computer Systems	4
COM 201	Windows Operating System	1
COM 280	Microsoft Word	2
ENG 124 or ENG 111	Technical Communication I or English Composition I	3
SEM 200	Career Decision Making	3
	TOTAL HOURS	16

SPRING SEMESTER		Credit Hours
BUS 214	Business Law I	3
COM 222	Computer Logic	3
COM 265	Command Prompt - Windows	2
COM 281	Microsoft Excel	2
ENG 221 or ENG 112	Technical Communication II or English Composition II	3
SPC 111	Speech	3
	TOTAL HOURS	16

INFORMATION PROCESSING - TECHNOLOGY (AAS Degree) (IMS 2209) Minimum 62 hours

Information Processing involves coordinating people, equipment, and procedures to organize information in a meaningful way within an organization. Information Processing has become a common term referring to the electronic processing of various categories of information (data, words/text, graphics, images, numbers, and voice). This program seeks to prepare the individual for employment in the workplace as a processor of information using automated/electronic technology.

First Year

FALL SEMESTER		Credit Hours
BUS 210	Principles of Management	3
COM 111	Business Computer Systems	4
COM 201	Windows Operating System	1
COM 280	Microsoft Word	2
ENG 124 or ENG 111	Technical Communication I or English Composition I	3
SEM 200	Career Decision Making	3
	TOTAL HOURS	16

SPRING SEMESTER		Credit Hours
BUS 214	Business Law I	3
COM 222	Computer Logic	3
COM 265	Command Prompt - Windows	2
COM 281	Microsoft Excel	2
ENG 221 or ENG 112	Technical Communication II or English Composition II	3
SPC 111	Speech	3
	TOTAL HOURS	16

Second Year

FALL SEMESTER		Credit Hours
ACC 111	Financial Accounting	4
BUS 215	Legal & Social Environment of Business	3
COM 190	Microsoft Publisher	1
COM 225	Systems Analysis	3
COM 231 or COM 239	C Programming or JAVA Programming	3
COM 283	Microsoft Access	2
	TOTAL HOURS	16

SPRING SEMESTER		Credit Hours
BUS 225	Business Communication	3
ECO 212	Introduction to Microeconomics	3
IMS 227	Office Information Processing I	3
PSY 211	Introduction to Psychology	3
IMS 197	Information Processing Internship	2
	TOTAL HOURS	14

Possible Career Opportunities

IT Manager, IT Project Manager, Manager of IT, Program Manager, Project Manager, Project Manager/Team Coach, Senior Lead Projet Manager, Senior Project Leader/Team Lead (Project Manager), Transition Manger

O*NET Links: www.oneonline.or
SOC Codes: 15-1199.09

Career & Technical Education				
COLLEGE NAME:	Shawnee Community College (SCC)			
FISCAL YEAR IN REVIEW:	FY18			
PROGRAM IDENTIFICATION INFORMATION				
PROGRAM TITLE	*DEGREE OR CERT*	*TOTAL CREDIT HOURS*	*6-DIGIT CIP CODE*	*LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE*
Administrative Assistant	**AAS**	**62**	**520402**	**Office Assistant**
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
Program Objectives What are the overarching objectives/goals of the program?	This two-year curriculum is designed to prepare the student for employment as an administrative assistant capable of taking dictation, transcribing, keying documents, handling appointments, screening office visitors, composing correspondence, making decisions, preparing reports/presentations, setting up and conducting meetings, and assisting in the employment process. This person should be able to serve as the employer or executive's voice and handle many tasks without a lot of direction.			
To what extent are these objectives being achieved?	The curriculum of this program meets all stated objectives.			
Past Program Review Action What action was reported last time the program was reviewed?	Due to competitive programs within driving distance of SCC and declining enrollment, multiple certificate/degree programs were merged to create a more industry-relevant and marketable program.			

CTE PROGRAM REVIEW ANALYSIS	
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
List all pre-requisites for this program (courses, placement scores, etc.).	Students must meet college level English competencies. This can be met by attaining Accuplacer scores that meet ENG 111 – English Composition I requirements or documented completion of ENG 047 and ENG 048 – College Reading and Writing (developmental courses).
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).	COM 111 Business Computer Systems BUS 124 Bookkeeping or ACC 111 Financial Accounting ENG 111 or ENG 124 English Composition I or Technical Communication I COM 280 Microsoft Word IMS 115 Proofreading PSY 211 Intro to Psychology IMS 120 Records/Information Management IMS 128 Machine Transcription IMS 121 Beginning Keyboarding IMS 223 Document Production IMS 226 Administrative Support Procedures COM 190 Microsoft Publisher BUS 214 Business Law COM 281 Microsoft Excel BUS 230 Human Resource Management ENG 112 English Composition II or ENG 221 Technical Communication II COM 283 Microsoft Access IMS 122 Document Formatting ECO 211 Introduction to Macroeconomics or ECO 212 Introduction to Microeconomics MAT 121 Technical Mathematics or MAT 110 General Education Mathematics IMS 227 Office Information Processing I SPC 111 Speech or SPC 210 Interpersonal Communication IMS 192 Administrative Assistant Internship
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	In order for the students to be sufficiently prepared for employment, each of the core courses are required. The additional general education courses are per the ICCB requirement.

CTE Review Instrument: Program Review/FY 2017-2021

INDICATOR 1: NEED	*RESPONSE*
1.1 How strong is the occupational demand for the program?	While the Federal demand for the program indicates a decrease in the next five years, the Illinois statistics indicate that employment in this area continues to increase.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	**Per the State of Illinois Occupational Employment Projections (Long-term) 2012-2022:** Projected Annual Employment by 2022: 160,361 Employment Increase 2012-2022: 　Number: 7,320 　Percent: 4.78 Average Annual Job Openings due to: 　Growth: 984 　Replacements: 1,842 　Total: 2,826 Annual Compound Growth: 0.47 **Per the US Labor Statistics, Employment Projections Program:** Employment of secretaries, except legal, medical, and executive—the largest occupation in this profile—is projected to decline 7 percent from 2016 to 2026. Employment of medical secretaries is projected to grow 22 percent from 2016 to 2026, much faster than the average for all occupations. Most job openings are expected to come from the need to replace secretaries and administrative assistants who leave the occupation. Most secretaries and administrative assistants worked full time in 2016.
1.3 What is the district and/or regional need?	Local and regional entities continue to hire completers of this program. While the regional demand is not high, it does remain constant.
1.4 How are students recruited for this program?	Students are recruited through SCC community events, newspaper and print materials, High School Business Skills competition, Shawnee Experience Day, and various other recruiting events.
1.5 Where are students recruited from?	Students are recruited with the counties that make up the SCC district: Alexander, Johnson, Massa, Pulaski, and Union.
1.6 Did the review of program need result in actions or modifications? Please explain.	Yes. The discussion and needs identified due to enrollment changes and regional occupational demand led to the revision of the program curriculum guide to be effective Fall 2019. The focus of the program has been narrowed and streamlined. Class sequences were rearranged to allow students to graduate in a timelier manner with a degree to be used in a more wide-spread occupational capacity.

INDICATOR 2: *COST EFFECTIVENESS*	*RESPONSE*
2.1 What are the costs associated with this program?	The Business, Occupational and Technical (BOT) Division has overlapping programs and faculty members. All costs associated with these programs have been given their own cost center with the new institution-wide reporting system. Costs associated with this program include salaries, benefits, instructional supplies, office supplies and equipment, and possible certifications.
2.2 How do costs compare to other programs on campus?	This program cost is in the median range with other SCC Career and Technical Education programs.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	This program of study is fully institutionally funded, including revenue from student technology and lab fees.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	N/A
2.5 Did the review of program cost result in any actions or modifications? Please explain.	Budgetary modifications have occurred as a direct result of institution-wide changes in budgetary planning. Zero-based budget planning has been used to plan for FY2019.
INDICATOR 3: QUALITY	*RESPONSE*
3.1 What are the program's strengths?	The three current full-time instructors have specialties that bring varied strengths to the delivery of all courses. The curriculum guide reflects current industry tends to meet the needs of local employers as well as the potential future professional intention of students. Annual updates occur to applicable software and hardware.
3.2 What are the identified or potential weaknesses of the program?	Low enrollment and lack of marketing.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Traditional face-to-face, online, hybrid, and distance learning. A capstone course and an internship are included in the program.
3.4 How does this program fit into a career pathway?	This degree prepares students for careers in the Business, Marketing & Computer Education pathway. This program prepares students for immediate entry into the workforce or allows them to transfer into a 4-year Business degree with a concentration of their choosing.

3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	Affiliations between faculty and corporate education sponsors as well as relationships with faculty at 4-year institutions fosters the expectations for students to excel and advance their learning to increase their personal career readiness.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	BUS 124-Anna Jonesboro HS, Goreville HS, Massac County HS COM 111-Egyptian HS and Vienna HS ENG 111-Dongola HS, Egyptian HS, Goreville HS, Joppa HS, and Vienna HS PSY 211-Century HS and Cobden HS
3.7 What work-based learning opportunities are available and integrated into the curriculum?	This program is based on working-level guidelines. An internship is required as part of the program, which allows students to gain profession-specific experience for the application of skills learned in the classroom.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	N/A
3.9 Are industry-recognized credentials offered? If so, please list.	N/A
3.10 Is this an apprenticeship program? If so, please elaborate.	Not at this time.
3.11 If applicable, please list the licensure examination pass rate.	N/A
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	N/A
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	No.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	Range: 1:4 to 1:20 Average: 1:7

3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Webinars and regional professional development opportunities are made available to faculty. Full-time faculty meet with adjunct at a minimum of two times per academic year to provide information and training as needed.
3.16 What is the status of the current technology and equipment used for this program?	The program makes use of five computer labs on Main campus. At least one lab is upgraded per year with new hardware and software.
3.17 What assessment methods are used to ensure student success?	Assessment of institution-wide core competencies in communication, problem solving, personal growth and responsibility, research and information literacy, and global and cultural awareness is achieved through hands-on application of information, written and oral presentations, group projects, and testing. A curriculum map of the program verifies that students receive instruction in all core competencies.
3.18 How satisfied are students with their preparation for employment?	Student exit interviews and employer surveys indicate that they are satisfied.
3.19 How is student satisfaction information collected?	Students complete a survey at the end of their internship. Also, exit interviews are conducted when students apply for graduation.
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Regional employers are invited to participate in regular Advisory Council meetings. Because of the relationships that have been developed and fostered with SCC faculty, 4-year university faculty, and employers, open and honest dialogue occurs to ensure needs of employers are incorporated into the curriculum and keeps SCC graduates in demand.
3.21 How often does the program advisory committee meet?	The current advisory process occurs every 3-5 years. The committee has not met more frequently due to distance, time constraints, and availability of multiple employers in the immediate area. The intent is to begin having meetings on an annual basis to provide current and immediate input for the program. Participation via electronic connections will be considered.
3.22 How satisfied are employers in the preparation of the program's graduates?	Feedback from employers through the Advisory Council meetings indicates that they are satisfied with the preparation.
3.23 How is employer satisfaction information collected?	The regional employers that participate in the Advisory Council freely voice whether their needs are met with program completers. Additionally, internship supervisors complete bi-semester evaluations of students in their last semester of the program.

3.24 Did the review of program quality result in any actions or modifications? Please explain.	Yes. The course sequence in the curriculum guide was rearranged to provide students with the opportunity to complete in the intended four semester maximum.

DATA ANALYSIS FOR CTE PROGRAM REVIEW				
Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.				

CTE PROGRAM	Administrative Assistant (Associate of Applied Science degree)				
CIP CODE	520402				
	YEAR 1	*YEAR 2*	*YEAR 3*	*YEAR 4*	*YEAR 5*
NUMBER OF STUDENTS ENROLLED	10	6	8	6	7
NUMBER OF COMPLETERS	0	1	0	0	0
OTHER (PLEASE IDENTIFY)					

How does the data support the program goals? Elaborate.	The program goal is to prepare students to enter the workforce or a 4-year institution. The data is representative of what was discovered in the review process about completers not finishing in the recommended 4-semester timeline. The sequence of the courses has been rearranged to address this issue.
What disaggregated data was reviewed?	None.
Were there gaps in the data? Please explain.	No. However, the majority of student enrollment is typically female.
What is the college doing to overcome any identifiable gaps?	Recruitment for the program is not gender-specific. Potential students of all ages and gender are targeted in recruitment efforts. Additionally, a newly implemented Resource system will allow the institution to collect more topic-specific data for review of student demographics.
Are the students served in this program representative of the total student population? Please explain.	There is a higher female rate of enrollment in this program than the college as a whole. This is contrary to the overall high male enrollment in CTE programs at the institution. The students are representative of the multiple races represented in the student population.

Are the students served in this program representative of the district population? Please explain.	Yes. The students are representative of the multiple races represented in the district population.
REVIEW RESULTS	
Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐Placed on Inactive Status ☐Discontinued/Eliminated ☐Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	This program of study provides a solid foundation for students interested in the Administrative Assistant field. The change in course sequence and the addition of a capstone course will enhance the academic experience for all students and increase their level of preparedness for immediate entry into the workforce upon completion of the program.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The changes in the course sequence and the addition of the capstone course will be presented at the November 2018 Curriculum & Instruction meeting on campus. The documentation will then be presented to ICCB before the end of FY2019. Implementation of the changes will occur in the Fall 2019 semester.

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OFFICE ASSISTANT (Less Than-One-Year Certificate) (SEC 2107) Minimum 29 hours

The office assistant program is designed to provide students with an intensive training plan of relatively brief duration, which equips them with the skills necessary to obtain employment in the general office area of the business and industry environment.

FALL SEMESTER		Credit Hours
COM 111	Business Computer Systems	4
ENG 111 or ENG 124	English Composition I or Technical Communication I	3
IMS 115	Proofreading	1
IMS 120	Records/Information Management	3
IMS 121	Beginning Keyboarding	3
	TOTAL HOURS	14

SPRING SEMESTER		Credit Hours
COM 190	Microsoft Publisher	1
COM 281	Microsoft Excel	2
ENG 112 or ENG 221	English Composition II or Technical Communication II	3
IMS 122	Document Formatting	3
MAT 121 or MAT 110	Technical Mathematics or General Education Mathematics	3/4
SPC 111 or SPC 210	Speech or Interpersonal Communication	3
	TOTAL HOURS	15/16

ADMINISTRATIVE ASSISTANT (AAS Degree) (SEC 2207) Minimum 62 hours

This two-year curriculum is designed to prepare the student for employment as an administrative assistant capable of taking dictation, transcribing, keying documents, handling appointments, screening office visitors, composing correspondence, making decisions, preparing reports/presentations, setting up and conducting meetings, and assisting in the employment process. This person should be able to serve as the employer or executive's voice and handle many tasks without a lot of direction.

First Year

FALL SEMESTER		Credit Hours
COM 111	Business Computer Systems	4
ENG 111 or ENG 124	English Composition I or Technical Communication I	3
IMS 115	Proofreading	1
IMS 120	Records/Information Management	3
IMS 121	Beginning Keyboarding	3
	TOTAL HOURS	14

SPRING SEMESTER		Credit Hours
COM 190	Microsoft Publisher	1
COM 281	Microsoft Excel	2
ENG 112 or ENG 221	English Composition II or Technical Communication II	3
IMS 122	Document Formatting	3
MAT 121 or MAT 110	Technical Mathematics or General Education Mathematics	3/4
SPC 111 or SPC 210	Speech or Interpersonal Communication	3
	TOTAL HOURS	15/16

Second Year

FALL SEMESTER		Credit Hours
BUS 124 or ACC 111	Bookkeeping or Financial Accounting	3/4
COM 280	Microsoft Word	2
PSY 211	Intro to Psychology	3
IMS 128	Machine Transcription	3
IMS 223	Document Production	3
IMS 226	Administrative Support Procedures	3
	TOTAL HOURS	17/18

SPRING SEMESTER		Credit Hours
BUS 214	Business Law	3
BUS 230	Human Resource Management	3
COM 283	Microsoft Access	2
ECO 211 or ECO 212	Introduction to Macroeconomics or Introduction to Microeconomics	3
IMS 227	Office Information Processing I	3
IMS 192	Administrative Assistant Internship	2
	TOTAL HOURS	16

Possible Career Opportunities

Administrative Assistant, Administrative Associate, Administrative Secretary, Administrative Specialist, Administrative Technician, Clerk Typist, Department Secretary, Office Assistant, Secretary, Staff Assistant

O*NET Links: www.onetonline.org
SOC Codes: 43-6014

Academic Disciplines Review Instrument: Program Review/FY 2017-2021

\<center\>***Academic Disciplines***\</center\>	
COLLEGE NAME:	**Shawnee Community College**
FISCAL YEAR IN REVIEW:	**FY18**
DISCIPLINE AREA:	**Mathematics**

\<center\>***REVIEW SUMMARY***\</center\> \<center\>Complete this section to review the Academic Discipline as a whole. Use the Course Specific Review portion of this template for each course reviewed in the Discipline.\</center\>	
Program Objectives What are the objectives/goals of the discipline?	To prepare students for successful transition to a 4-year university.
To what extent are these objectives being achieved?	Success rates of students in sequence classes indicate strong achievement for students preparing for College Algebra and Calculus. Strongest success rates are in the AA General Education Mathematics courses, and Education math courses
How does this discipline contribute to other fields and the mission of the college?	Strong mathematics skills are needed for success in chemistry, accounting and STEM programs
Prior Review Update Describe any quality improvements or modifications made since the last review period.	SCC changed the course numbers for Calculus to keep the numbers in sequence, as well as making an effort to number Developmental courses with double digits, and Freshman courses with 1XX and sophomore level courses with 2XX.

\<center\>***REVIEW ANALYSIS***\</center\> \<center\>Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. The review will be sent back if any of the below fields are left empty or inadequate information is provided.\</center\>	
Indicator 1: Need	\<center\>**Response**\</center\>
1.1 What mechanisms are in place to determine programmatic needs/changes for AA, AS, AFA, and AES academic programs? How are programmatic needs/changes evaluated by the curriculum review committee and campus academic leadership?	SCC Curriculum and Instruction committee oversees changes to courses and submits courses to ICCB and IAI for regular approval. The VP of Instruction brought Instructors and met Southeast Missouri University officials spring of 2018 to ease articulation for numerous different programs.

1.2 How are students informed or recruited for this program?	Advisors meet individually with students and test using the Accuplacer to help determine each students placement.
INDICATOR 2: COST EFFECTIVENESS	**RESPONSE**
2.1 What are the costs associated with this discipline?	Instructor pay, classroom supplies and calculators for "loan" in the library.
2.2 What steps can be taken to offer curricula more cost-effectively?	Used textbooks reduce costs, and courses taught online come with an E-text which is generally less than the physical textbook.
2.3 Is there a need for additional resources?	Currently in need of more calculators, and ideally another full-time teacher who can teach Math/Physics.
INDICATOR 3: QUALITY	**RESPONSE**
3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible-scheduling, accelerated, team teaching, etc.)?	6 Math courses are taught online (2 exclusively), 6-8 courses are taught ITV (Interactive Television) to extension sites and this year exploring a "pathways" course to more quickly accelerate a student through their courses if their scores are strong enough.
3.2 If the college delivers the course in more than one method, does the college compare success rates of each delivery method? If so, how?	Through the use of CQI (Continuous Quality Improvement) documents and assessment forms, summative data is collected on certain critical thinking problems. At a department level teachers meet and discuss outcomes and note differences.
3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?	Evaluation instruments are used by supervisors for adjunct and full-time instructors. In the past there were also peer reviews of instructors and student evaluations of the course and instructor.
3.4 How does the discipline identify and support at-risk students?	Early alert is a system that allows teachers to alert counselors right away if a student stops attending class or is not completing assignments. A new retention alert process is being utilized for the FL18 semester on a pilot basis before being rolled out.
3.5 To what extent is the discipline integrated with other instructional programs and services?	The math department is included with the science and agriculture department for divisional meetings and submissions. The math department also works closely with fields of study that incorporate math courses (sciences, welding, accounting, economics, etc).
	Success rates of students, new state requirements, and improving a students' experience and critical thinking skills.

3.7 When a course has low retention and/or success rates, what is the process to address these issues?	Examining the placement procedure for students, and attempting to improve our student-teacher communication/delivery for the course

LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THIS DISCIPLINE.

Most recently a push from the state to implement 3 changes: new "pathways" course, and transitional course(s) for the high schools in the area, and a "co-requisite" course to be implemented without concern for the small already declining population at SCC.

DATA ANALYSIS FOR ACADEMIC DISCIPLINES

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.

ACADEMIC DISCIPLINE AREA	MATH110/113, MATH111/112, MATH115/116, MAT210				
COURSE TITLE	Gen.Ed Math/Quant. Literacy, Math for Teahers 1&2, Pre-Calculus/College Algebra, Statistics				
COURSE DESCRIPTION	AA Math requirement, Education majors, STEM majors, Statistics				
	YEAR 1	*YEAR 2*	*YEAR 3*	*YEAR 4*	*YEAR 5*
NUMBER OF STUDENTS ENROLLED	203 41 167 90	215 31 214 110	189 24 178 96	190 11 169 97	183 19 135 91
CREDIT HOURS PRODUCED	809 163 710 358	857 121 907 432	755 90 754 383	760 44 759 388	732 76 599 364
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	87% 90% 73% 69%	82% 87% 79% 72%	75% 80% 78% 63%	85% 86% 91% 58%	87% 89% 83% 69%
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)					
HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.	Current data suggests methods are on track, but possible attempts to improve success rates for statistics.				

WHAT DISAGGREGATED DATA WAS REVIEWED?	
WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.	Not large nor unusual gaps
ACADEMIC COURSE REVIEW RESULTS	
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	May explore changing the "LAB hour" portion of the Statistics class to an "in-class" to attempt to improve overall scores.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Overall review findings were positive, but improvements can always be made. Will approach C&I committee about changing the credit hours for statistics, to give more hours to students in class.
Resources Needed	Could use more calculators
Responsibility Who is responsible for completing or implementing the modifications?	Math department, C&I committee, VP and Dean of Instruction and President.

Remedial Math

COLLEGE NAME:	**Shawnee Community College**
FISCAL YEAR IN REVIEW:	**FY18**

REVIEW SUMMARY

Program Objectives What are the objectives or goals of the program/discipline?	To appropriately place students into a level of math in which they can achieve success, thus progress.
To what extent are these objectives or goals being achieved?	Students are being appropriately assessed and placed, with a relatively high success rate for student who attend class regularly.
How does this program contribute to other fields and the mission of the college?	Math is critical for analytical thinking skills which contribute to Lifelong learning abilities.
Prior Review Update Describe any quality improvements or modifications made since the last review period.	COMPASS has been replaced with ACCUPLACER for placement of developmental students. Also, use of Pre- and Post- tests have been discontinued as per administrative and assessment committee recommendations.

REVIEW ANALYSIS

Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. Review will be sent back if any of the below fields are left empty or inadequate information is provided.

Indicator 1: Need	**Response**
1.1 Detail how the offerings are sufficient and aligned to meet the needs of students across all programs served and supportive academic programs (e.g. tutoring, co-requisite, summer bridge, AE-ICAPS, foundational mathematics).	The number of sections offered are based on previous year's needs. If a section develops a "waitlist" efforts are made to "split" the class to accommodate ALL students while keeping a lower student-to-teacher ratio, as recommended for remedial programs.
INDICATOR 2: COST EFFECTIVENESS	*RESPONSE*
2.1 What are the costs associated with this program?	The costs of this program compare to those of other comparable programs at the College.
2.2 How is the college paying for this program and its costs (e.g. grants, etc.)?	The College pays for the program out of instructional funds.

2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? If so, please elaborate.	N/A
2.4 Based upon this review, what steps are being taken to offer curricula more cost-effectively?	N/A
2.5 Are there needs for additional resources? If so, what are they?	More calculators, and MyMathLab access (or ALEKS) could be used to increase basic skills such as Multiplication, by repetition and practice for remedial students.
INDICATOR 3: QUALITY	***RESPONSE***
3.1 How is the college working with high schools to reduce remedial needs?	Previous CCR (College and Career Readiness program) paved the way for communication between high school and college teachers to increase dialog for transitional math.
3.2 What is the college doing to develop and implement co-requisite or pathway models to ensure students placing into development education finish the sequence within one academic year?	The current sequence to Transfer math includes Intro to Algebra (MAT 041- 3 credit hours) and Intermediate Algebra (MAT 043 – 5 credit hours) to complete in one year. However, a new "Pathways" course MCP 041-5 credit hours, is being developed for Non- Science majors to advance directly into AA Math transfer courses (MAT 110, 111, & 113).
3.3 Provide a description of the remedial/developmental sequence. Colleges may attach a graphic representation.	MAT 041 (Intro.Alg) $\rightarrow$ MAT 043 (Interm.Alg)$\rightarrow$ Transfer Math ** There exists a Lower level of Math (MAT 039) for students struggling in MAT 041 to "Fall back" into, if their current grade in 041 is failing.
3.4 Are there any alternative delivery methods of this program? (online, flexible-scheduling, team-teaching, accelerated, etc.)?	Night classes, extension centers, hybrid and ITV courses are offered for remedial math every semester including summer.
3.5 What innovation has been implemented or brought to this program?	"Pathways" courses for quicker sequence to Transfer courses, and "Late start" remedial course for students who need to "fall back" or "reset" after a bad start.
3.6 To what extent is the program integrated with other instructional programs and services?	The Math department and the Humanities department try to schedule using the "Block" system. Math courses are steered into to 8-10 a.m. and 12-2 p.m. time blocks, while remedial English courses are offered 10-12 and 2-4. Not every offering is a perfect fit, but efforts are made to provide a student with a "seamless" schedule of remedial offerings.

3.7 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Constant communication within the remedial math department and Tutoring/Testing center have helped, with increase awareness of extending those needs to the extension centers.
3.8 How well are completers of remedial/developmental courses doing in related college-level courses?	Successful completion of MAT 043 (C or better) leads to high success rates in MAT 110, 111 and 113. Students who perform at B or better in MAT 043, have the higher success rates in MAT 115, 116 and 210 courses.
3.9 What professional development or training is offered to instructors and/or staff to ensure quality programming?	Attendance to Pathways, Transitional Math and ICCMA presentations and conferences on remedial math subjects keep the Remedial Math department current with State mandates and new developments.

LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM.

With the high number of administrative turn-over at the College (IR Director, Dean and VP of Academic Affairs and Student Learning), new processes and expectations take a bit longer to get acclimated to.

DATA ANALYSIS FOR REMEDIAL MATH

Please complete for each course reviewed as part of the Remedial Math, Cross-Disciplinary Review. Provide the most recent 5 year longitudinal data available.

COURSE TITLE	Basic math (MAT 039), Intro to Algebra (MAT 041), Intermediate Algebra (MAT 043)
COURSE DESCRIPTION	Computation, Algebra 1, Algebra 2

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
NUMBER OF STUDENTS ENROLLED	MAT 039: 0 MAT 041: 247 MAT 043: 0	MAT 039: 0 MAT 041: 176 MAT 043: 0	MAT 039: 23 MAT 041: 175 MAT 043: 183	MAT 039: 12 MAT 041: 178 MAT 043: 219	MAT 039: 9 MAT 041: 170 MAT 043: 169
CREDIT HOURS PRODUCED	MAT 039: 0 MAT 041: 741 MAT 043: 0	MAT 039: 0 MAT 041: 528 MAT 043: 0	MAT 039: 69 MAT 041: 525 MAT 043: 911	MAT 039: 36 MAT 041: 534 MAT 043: 1095	MAT 039: 27 MAT 041: 510 MAT 043: 845
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	MAT 039: 0 MAT 041: 63% MAT 043: 0	MAT 039: 0 MAT 041: 60% MAT 043: 0	MAT 039: 47% MAT 041: 57% MAT 043: 77%	MAT 039: 50% MAT 041: 57% MAT 043: 78%	MAT 039: 77% MAT 041: 65% MAT 043: 79%

REVIEW RESULTS

Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	To continue to seek ways to transition students into "college-ready" math courses in fewer semesters.

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	N/A

Student and Academic Support Services

The ICCB Program Review requires each college to submit a statement of the review of student and academic support services that the college completed during the year. A completed and comprehensive review will likely be between **4 – 8 pages in length**.

COLLEGE NAME:	**Shawnee Community College (SCC)**
FISCAL YEAR IN REVIEW:	**FY 18**
REVIEW AREA:	**Student Success Center (SSC)**
Program Summary Please provide a brief summary of the function of the program.	The Center offers word processing facilities, assessment, and tutorial services to supplement a wide variety of classes offered by the College. This supports the College's mission to provide its students and community members with quality higher education, community education, training and services that are both accessible and reliable to all.
Prior Review Update Describe any quality improvements or modifications made since the last review period.	The Center added a full-time testing technician position to ensure the integrity and security of all exams administered in the Testing Center. A renovation of the Student Success Center Writing Lab is slated for completion by Fall 2018.
What are the identified or potential weaknesses of the program?	The Student Success Center would benefit from upgrading and expanding the **Testing Center** facility. The current equipment is outdated and the demand for testing services far exceeds its capacity. The SSC **Tutoring Program** would greatly benefit from hiring professional tutors that could serve at all SCC Extension Centers. Currently, students taking courses at the Extension Centers rely on online tutoring, peer tutoring, and faculty virtual office hours for assistance.
What are the program's strengths?	The Student Success Center offers timely and accessible resources for students needing academic support and/or testing services. The SSC is a key component in student retention, student success and completion. The SSC fosters a positive learning environment that promotes academic success. The SSC is a reliable resource for faculty, staff, students, and the SCC District.

Rationale Detail all major findings resulting from the current review.	The Student Success Center **Tutoring Program** provides services to over 150 students each semester. The SSC **Testing Center** administers over 4,000 exams annually.
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Request a modified budget next fiscal year to: -Hire at least two more professional tutors. -Update technology in the Testing Center. -Request permission to renovate testing space to increase testing capacity.

Student and Academic Support Services The ICCB Program Review requires each college to submit a statement of the review of student and academic support services that the college completed during the year. A completed and comprehensive review will likely be between **4 – 8 pages in length**.	
COLLEGE NAME:	**Shawnee Community College**
FISCAL YEAR IN REVIEW:	**FY18**
REVIEW AREA:	**Career Services**
Program Summary Please provide a brief summary of the function of the program.	Shawnee Community College Career Services offers a variety of services designed to meet the educational and employment needs of our students, community, and employers in the college district and surrounding area. Shawnee Community College is committed to nurturing self-direction and personal responsibility in assisting those registered with the center in their career planning and employment goals. 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 and include the following: • Help in devising an efficient job-search strategy • Exploration of current job opportunities through the SCC Jobline, a computerized job search database available to students and employers. • Resume critiquing and development • Linkage between business and students • Employee recruitment for employment • Reference materials • Career/job fairs • One-on-one consultation
Prior Review Update Describe any quality improvements or modifications made since the last review period.	N/A

What are the identified or potential weaknesses of the program?	Lack of student engagement. Continuous declining employers within the district. Underprepared students.
What are the program's strengths?	Career Assessment Tools (Career Key and KUDER) On-line interview One-on-one resume assistance Career Workshops Rapid Responses (Targeted Career Fairs Dislocated Workers) Career Fairs
Rationale Detail all major findings resulting from the current review.	1. Students still have not declared a major or are not sure of their majors. 2. Students do not have exposure to experiential learning. 3. Students complete their course of study without resumes.
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	1. Work with Admissions to provide career assessments early within student degree planning where they can begin to identify majors that fit their career interests. 2. Work in conjunction with faculty to explore opportunities for students to gain relevant work experience, such as internships, summer jobs, and or volunteer work. 3. Work with more degree programs to insure that 30% of the tudents within their third semester will have a professional resume.