Program Review Cover Page	
College	Shawnee Community College
District Number	53101
Contact Person (name, title, contact information)	Kristin Shelby, Ph.D. Dean of Transfer & Adult Ed Programs Phone: 618-634-3240 Email: kristins@shawneecc.edu
Fiscal Year Reviewed:	FY22

Directory of Reviews Submitted

Career & Technical Education

College Name:	Shawnee Community College
Academic Years Reviewed:	2017-2021

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
COM 2221 Computer Systems and Security Specialist	**Degree**	**65**	**110103**	**COM 2182 Internet and Computing Core Prep** **COM 2183 Microsoft Office Specialist**

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 within this template or results may be reported within its own template. This is at the discretion of the college.

Program Objectives What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)*	The Computer Systems & Security Specialist AAS degree prepares students for entry level careers in business productivity, marketing, network technologies and digital defense. The learning objectives for this program are: 1. Students will demonstrate knowledge of business productivity software including word processing, spreadsheet, database management, presentation graphics, and web technologies. 2. Students will demonstrate the knowledge needed to configure and operate a variety of networking projects involving a wide range of vendor and product neutral networking technologies and computer hardware. 3. Student will demonstrate knowledge of how to properly conduct a computer forensic investigation utilizing computer forensics tools and procedures.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting*	Each year the department completes a Continuous Quality Improvement (CQI) assessment of its overarching program objectives. The CQI indicates the program is meeting the current objectives; however, for students to be able to compete for top-industry jobs in IT, and Security, a significant modification of this program is needed.

Program Learning Outcomes, etc.)	
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	Past program review action was to continue with minor improvements.
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	• Phyllis Sander is the former instructor for the program and was responsible for program management, curriculum development, and instruction. • Ruth Smith, Career & Technology Department Chair is responsible for tasks supporting the quality of instruction, compliance with ICCB requirements, and assessment of student learning outcomes. • Dr. Gregory Mason is the Dean of Career & Technology Programs and provides overall administrative oversight.
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	• Bi-annual Advisory Council meetings are held with instructors, employers, graduates, and current students to discuss curriculum content, equipment, and employment opportunities. • Student Success Services – Support services for tutoring, advising, and career counseling • Shawnee Development Council - Local WIOA office providing qualified students with support for tuition, books, and tools.

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.

Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	The program requires no pre-requisites for entry. Multiple measures placement is used for math and English placement.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The Computer Systems & Security Specialist program is the result of the merging of the Computer Information System General Specialist and Cyber Security programs. The Computer Systems & Security Specialist program offers students greater opportunity for direct entry into the workforce and/or for transfer to a 4-year program. For the students to be sufficiently prepared for employment, the core courses for each of the combined programs are required, necessitating the additional hours. During the 2021-22 Advisory Council meetings, representatives from regional universities suggested some changes that, if implemented, would potentially decrease the maximum number of credit hours required for the program.

Indicator 1: Need	Response
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	Demand on the federal level is steady in the program area. United States Bureau of Labor Statistics (BLS) projects a 7% growth pattern from 2020-2030 which is the average for all occupations. Data from the Illinois Department of Employment Security indicate Regions LWIA 25 and 26 Occupations Projections estimate a 2.81% decline in occupational demand between 2018 and 2028 in southern Illinois.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The decline in occupational demand in the LWIA 25 and 26 regions is due to a lack of local employers and a decline in population in the region. The outlook for the occupation remains strong in neighboring Western Kentucky and Southeast Missouri with the reporting anticipated job growth more consistent with the national average.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	LMI data is reviewed annually by the program faculty, dean of the division, and the Office of Institutional Research. LMI data is shared with Advisory Committee members bi-annually. LMI sources include: • United States Bureau of Labor Statistics 2020-2030 employment projections • Illinois Department of Employment Security LWIA 25 and 26 Occupations Projections • KY Center for Statistics, Occupations Projections • MO Economic Research & Information Center, Occupations Projections
1.4 How does the institution/ program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	Shawnee Community College recruits across its 5-county district of Southern Illinois (Alexander, Johnson, Massac, Pulaski, and Union counties). Students are recruited through Shawnee Community College community events, newspaper and print materials, Career Tech Day, Shawnee Experience, and various other recruiting events
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Computer Technology instructors identify actual or potential needs. These needs are discussed with the department chair and the dean of the division. If approved, changes are presented to the Curriculum and Instruction committee for approval or requests for additional information. Once the Curriculum and Instruction committee approves the changes, the changes are sent to ICCB as required and then submitted for inclusion into the college catalog.

1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	The current Computer Systems & Security Specialist program is the result of merging the Computer Information System General Specialist and Cyber Security programs due to declining enrollment in those programs. The Computer Systems & Security Specialist program is intended to better prepare students for direct entry into the workforce and/or for articulation into a 4-year program and be more cost-effective for SCC.

Indicator 2: **Cost Effectiveness** *(see ICCB and system resources for cost-effectiveness:* https://www.iccb.org/academic_affairs/program-review/)	**Response**
.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency	The Business, Occupational and Technical (BOT) Department had many overlapping computer programs and faculty members. All cost associated with these programs were tied to one cost center in the college's previous system. Now each program is its own cost-center. As a result of the cost review, two full-time faculty positions were eliminated, and other computer programs were eliminated or merged. Cost associated with this program are salaries, benefits, supplies, copiers, and certifications. The average five-year direct cost per student is $542.23. The cost of operating this program in comparison to other programs does not currently make it cost effective. The program is funded by SCC through three primary sources: local property tax, state funding, and tuition and fees The student to faculty ratio is 1:14 with three full-time instructors **Number of Credit Hours by AY** {TABLE_BELOW}

	2018	2019	2020	2021	2022	Sum:
COM-0101	21	6	7			34
COM-0111	380	420	472	392	328	1992
COM-0133	14		16		10	40
COM-0189	18	12		15	12	57
COM-0190	10	9	9			28
COM-0196	8		4	2	4	18
COM-0201	9	4	9	3	5	30
COM-0218			18		6	24
COM-0222	12	9	18		18	57
COM-0225	15	9		15	9	48
COM-0227	3		18		3	24
COM-0231			9	3	6	18
COM-0239	12		15	3		30

						Sum
COM-0241			24			24
COM-0244			36		6	42
COM-0245				6		6
COM-0246		12	3			15
COM-0265	10	4	12		8	34
COM-0280		20			6	26
COM-0281	30	30	4	8	14	86
COM-0283	4	8	2		4	18
Sum:	546	543	676	447	439	2651

.2 What are the findings of the cost-effectiveness analysis?	Currently the cost of operating this program and the low enrollment in comparison to other programs does not make it cost effective.
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? Please explain.	Grant funding is not a factor in the program's cost-effectiveness analysis. This program of study is fully institutionally funded.
2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	• The institution assesses student affordability for the program by comparing program costs of similar programs offered by other regional institutions. • The institution assists students in overcoming financial barriers to participate in this program by offering institutional scholarships, grant funding, and WIOA financial support (for eligible students).
2.5 How will the college increase the cost- effectiveness of this program?	The college is considering revamping the program to make it more reflective of industry needs, provide greater opportunity for short-term, stackable credentials and offer more work-based learning.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	There have been no modifications to the program.
Indicator 3: Quality	**Response**

3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	Course content is delivered through a traditional format of Face-to-face instruction, on-line, or in a hybrid format. Student learning is reinforced through student mastery of learning objectives as demonstrated through completion of reading assignments, class participation, performance of hands-on activities, and satisfactory completion of daily quizzes, exams, and a comprehensive final. Course modality vs. success rate is a performance indicator measured in the college's Strategic Plan. Data is readily available to faculty and administrators in the form of a data dashboard developed by the Office of Institutional Effectiveness.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	The college seeks to promote culturally responsive instruction within the curriculum by including information related to multiculturalism in numerous identified courses. The college's Human Resources department offers Diversity, Equity and Inclusion training opportunities to faculty and staff throughout the year.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	The Computer Systems & Security Specialist Associate of Applied Science (65-hour) program is approved by the ICCB and is awaiting the official certification of the program of study for Perkins V. The strength of the program is in its preparation of students for multiple career opportunities in business productivity, marketing, network technologies, and digital defense. The current full-time instructors have varied specialties that bring necessary strengths to the content delivery of all courses. Another strength is that students can become qualified to sit for multiple certification tests (Security+ and A+) before the degree is completed. The computer forensic curriculum maps directly to the objectives of the International Association of Computer Investigative Specialists (IACIS) certification allowing students to enter immediately into the workforce and/or matriculate to a 4-year institution. Challenges to program of study implementation: • The curriculum guide needs to be updated to better reflect the current industry trends. • Insufficient enrollment in the program to meet the employment needs of local businesses. • Insufficient enrollment in the program to sustain it as a viable college program.
3.4 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the	The Computer Systems & Security Specialist Associate of Applied Science is aligned with the Science, Technology, Engineering and Mathematics: Engineering and Technology Career Pathway Plan of Study. To strengthen alignment with this pathway the College is exploring expanding dual credit options with more high schools and development of more work-based

career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	learning opportunities.
3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	Many of the courses are offered in the online format. Some are offered in a hybrid format. This has created an opportunity to attract more non-traditional students to the program who may not be able or interested in attending classes on campus. The program has also been identified as a Capstone program with Southern Illinois University-Carbondale
3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	This program offers dual credit opportunities in general education courses and a "core" class (COM 111) at the following schools: | **High School**	**SCC Course Prefix**
Goreville and Vienna	COM 111
Century, Dongola, Egyptian, Goreville, Joppa, Massac, Shawnee, Vienna	ENG 111
Century, Cairo, Cobden	PSY 211
Egyptian	SPC 111	
3.7 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	An internship is required as part of the program, which allows the students to gain profession-specific experience for the application of skills learned in the classroom. Expansion of work-based learning opportunities helps students gain valuable experience and insight into their career pathway. However, the number of local employers able to host an intern is limited.
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, ASE).	There is no industry accreditation required for this program of study.
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	Students can receive the Security+ and A+ certifications as part of this program.

3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	There is no apprenticeship offered for this program of study.
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	The data regarding industry certification, examination pass rates and the number of students taking the exams is not yet available.
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	Southern Illinois University Carbondale
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? What opportunities exist for other partnerships?	There have not been any new partnerships formed since the last review.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	Equitable access is given to students by offering dual credit and dual enrollment opportunities. Bi-annual meetings of the program advisory council are used to help update curriculum/course materials and student learning outcomes and create student awareness of career opportunities offered by industry partners.
3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program? What additional professional development is needed?	Frequent webinars are made known to all faculty to allow for participation. Full-time faculty meet with all adjuncts for a minimum of two times per academic year to provide information and training. Institutional funds and funds available through Perkins and other grants support faculty attendance at conferences and workshops for program development. Training sessions on the college's Learning Management System, Assessment and Outcomes, and Continuous Quality Improvement are provided throughout the academic year.

Full-time faculty meet with all adjunct instructors for a minimum of two times per academic year to provide information, training, and other related professional development but is voluntary. A more standardized training program for adjuncts needs to be developed. |
| 3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion? | The college's Human Resources Office offers Diversity, Equity and Inclusion training opportunities throughout the year. |

3.17 What is the status of the current technology and equipment used for this program?	The program makes use of five computer labs on campus. At least one lab is upgraded per academic year with new hardware and software.
3.18 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
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	The results for college wide CQI are presented annually to faculty and administration for review.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	No revisions to the curriculum have been made at this time but the college is considering revamping the program to provide greater opportunity for short-term stackable credentials and work-based learning that will attract more students, and be more responsive to employer needs as the IT field continues to evolve.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	Interviews of previous students who are currently employed and employer feedback indicates that they are generally satisfied but feel the program needs to become more current in its curriculum. Student satisfaction information is officially collected from CCSSE surveys and Noel-Levitz surveys. Informal assessment happens continuously throughout the year as a result of student interactions in the classroom, during one-on-one advising, student feedback solicited during bi-annual Advisory Committee meetings.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The program advisory committee meets bi-annually to discuss curriculum design, completions, placement, and potential work-based learning opportunities.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers are actively engaged for their input on the program's curriculum design, completions, placement, and potential work-based learning opportunities. Also, if a student participates in a paid internship, that employer completes bi-semester evaluations of the student.

3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Employers are surveyed during the bi-annual meetings and have expressed an overall satisfaction with the level of student preparation. However, they have indicated that there is a need for revisions to the curriculum to attract more students to the program and meet industry workforce needs.
3.25 What are the program's strengths?	The program allows students to earn stackable credentials to strengthen their workforce opportunities. Students also receive exposure to a wide variety of software applications and computer technologies.
3.26 What are the identified or potential weaknesses of the program?	A combination of declining district population and limited local career opportunities has led to lower enrollment in the program.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	The review of the program determined that the level of quality was sufficient, but improvements should be made to make it more reflective of industry needs, provide greater opportunity for short-term stackable credentials and offer more work-based learning.

List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.

Performance and Equity

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. Each year may represent a cohort.

CTE Program	Computer Systems and Security Specialist AAS				
CIP Code	110103				
	2018	2019	2019	2020	2021
Number of Students Enrolled	15	12	18	11	9
Number of Completers	4	1	0	3	2
Other (Please identify)					

What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	In addition to program enrollment and completions, COM 2221 enrollment was subdivided by race/ethnicity and district enrollment. That data was then cross referenced with the same demographic information for the entire college.

Enrollment

		2018	2019	2020	2021	2022
Computer System & Security Spec.	American Indian					
	Black or African American	2	1	4	1	1
	Hispanic	1	1	1	1	1
	Two or More Races	1		1		
	White	11	10	12	9	7
	Sum:	**15**	**12**	**18**	**11**	**9**

Enrollment and Completions by County

County	Enrollment	Completers
Alexander	9%	1.8 %
Johnson	11%	0%
Massac	27%	3.5%
Pulaski	9%	0%
Union	37.5%	63.4%
Other	7%	0%

How does the data support the program goals? Elaborate.	This data is representative of what we discovered in the review process and of already implemented changes. There were too many computer options and students had no direct path to employment. The program was streamlined by the closure and merging of two other IT programs.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	The largest data gap comes in terms of not tracking demographic data such as age, financial need and transfer rates for program enrollment.
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to	At this time the college is taking steps to review all data for all programs including the gaps mentioned above.

close identified gaps.	
Are the students served in this program representative of the total student population? Please explain.	According to the disaggregated data, the students in this program have a greater proportion of males (74%) than the college student population which is approximately 35 percent male and 65 percent female.
Are the students served in this program representative of the district population? Please explain.	No. The students in this program have a greater proportion of males enrolled than is representative of the district population which is approximately 50% female.

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 will focus on becoming more aligned with the Science, Technology, Engineering and Mathematics: Engineering and Technology Career Pathway Plan of Study. To strengthen the alignment the College will explore expanding dual credit options with more high schools and development of more work-based learning opportunities.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	College will recruit and hire full-time faculty with the industry and academic credentials necessary to review the current curriculum and recommend any revisions – Spring 2023
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Program objectives are being met.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The College has an open- admissions policy, thus providing educational, economic, and community service opportunities to all, regardless of race, sex, religion, ethnic origin, marital status, disability, or socioeconomic level.
Resources Needed	The program requires periodic updates to equipment and software that reflect improvements in technology and regular review of curriculum to maintain alignment with industry standards and area workforce needs.

Responsibility Who is responsible for completing or implementing the modifications?	The division dean, department chair and program faculty are responsible for completing or implementing any modifications.

Career & Technical Education

College Name:	Shawnee Community College
Academic Years Reviewed:	2017-2021

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
Criminal Justice (CJ 2120)	Degree	62	430107	**Criminal Justice (CJ 2119)**

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 within this template or results may be reported within its own template. This is at the discretion of the college.

| **Program Objectives**
What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)* | The Criminal Justice Associate of Applied Science (62-hour) program and the Criminal Justice certificate (30-hour) prepares students for careers in the Technology & Engineering Education pathway into Law, Public Safety, Corrections & Security: Law Enforcement Services.

The program prepares graduates for secure employment in local law enforcement, positions in security, as correctional officers, public safety offices, and/or transfer to 4-year institutions.

GOAL 1: The Criminal Justice program will be designed to prepare graduates for secure employment in criminal justice careers and/or transfer to criminal justice academies or universities. (HLC Criterion 4.C) (Strategic Plan Goal 1.2 Strategy O) (Strategic Plan Goal 1.3 Strategy A)

OBJECTIVE 1.1: The CJ program will expose students to various criminal justice agencies to assist students to make informed career choices. The CJ program will provide course content that assists in the general preparation for successful interviews and career placement or university transfer. The CJ program will align the curriculum content with the industry demand for specific skill sets.

GOAL 2: The Criminal Justice program content will be aligned to industry standards to ensure student success in an internship or experiential opportunity.   (HLC Criterion 4.C) (Strategic Plan Goal 1.2 Strategy O) (Strategic Plan Goal 4.2 Strategy A)

OBJECTIVE 2.1: The CJ program will provide opportunities for students to visit various CJ graduate employers to determine |

	appropriate placement for interns.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*	Each year the department completes a Continuous Quality Improvement (CQI) assessment of its overarching program objectives. One objective is to expose students to a variety of criminal justice agencies that they may make informed career choices. In reviewing the objectives and making sure the program is aligned with industry standards, the lead faculty member hosts an annual speaker series that students have an opportunity to learn from industry professionals.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	The result of the last review was to continue with minor improvements. Since the last program review, the Criminal Justice program has added a use-of-force simulator and an internship option for students to gain work experience while still completing their degree.
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	• Eric Howard is the Criminal Justice Instructor for the program and is responsible for program management, curriculum development, and instruction. Mr. Howard also fosters relationships with area law enforcement agencies to create an opportunity for students to participate in internships. • Ruth Smith, Career & Technology Department Chair is responsible for tasks supporting the quality of instruction, compliance with ICCB requirements, and assessment of student learning outcomes. • Dr. Gregory Mason is the Dean of Career & Technology Programs and provides overall administrative oversight.
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	Throughout this process, Shawnee Community College engaged Institutional Research, Career Services, and employers to review the program and offer guidance to ensure the program is consistently improved and aligned with industry standards. As example, Career Services hosts various job fairs and offers a variety of services designed to meet the educational and employment needs of Criminal Justice students. Students may utilize the center to obtain current career and employment trends in the Criminal Justice industry. Additionally, faculty are collaborating with the Career Services Coordinator to launch an employer satisfaction survey in Fall 2022 to better determine program alignment with industry standards. Furthermore, employers in the Criminal Justice field provide a critical role to the program. They offer feedback on whether the curriculum delivers the needed skills and competencies as well serving as potential sites for student internships and eventual employment through advisory committee meetings held each fall and spring semester.

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.

Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	Two new courses were added to provide current industry-related relevance. The technical writing and math courses will be more relevant for the individuals taking the AAS degree to go directly to work (i.e., the Illinois State Police recently lowered their education requirements for hiring to AAS degrees). All changes reflect current industry trends.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The Criminal Justice Internship was put back into the program, which caused the program to be increased by 2 credit hours for a total of 62. The Illinois CTE standard is for AAS programs to require internships for hands-on training.

Indicator 1: Need	Response
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	According to the Illinois Department of Labor, LWIA26 Occupations Projections, between 2018 and 2028 there appears to be an annual projected need for "correctional officers and jailers" and "police and sheriff's patrol officers" in southern Illinois (LWIA region 26), southeast Missouri, and western Kentucky.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The highest regional need in the Criminal Justice field is for "correctional officers and jailers" and "police and sheriff's patrol officers." Despite a slight decline in southern Illinois, southeast Missouri and western Kentucky will experience at least growth of 4% or higher in those professions.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	Labor market data is provided through the Illinois Department of Employment Security, LWIA26 Occupations Projections, the Kentucky Center for Statistics, and Occupations Projections, and the Missouri Economic Research and Information Center (MERIC)
1.4 How does the institution/ program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	Shawnee Community College recruits across its 5-county district of Southern Illinois (Alexander, Johnson, Massac, Pulaski and Union counties). SCC representatives visit the secondary schools to promote Dual Credit and program recruitment. The Criminal Justice faculty participate in annual career fairs, both at the secondary school and the college, as well as on-campus recruitment events for secondary students to share information about the program. Recently, the SCC Criminal Justice Program has partnered with Vienna High School to host students at the annual speaker series and provide hands-on training on the simulator. As such, students are able to familiar themselves with the SCC campus. Program, and career opportunities.

1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	The Criminal Justice instructor identifies actual or potential Needs through the annual Continuous Quality Improvement (CQI) process. Each October, program faculty review their program learning objectives, progress made toward those objectives, additional actions or modifications needed, and resources needed. These needs are discussed with the department chair and the dean of the division. If the change is curricular, it proceeds to the Curriculum and Instruction committee for approval or requests for additional information Once the Curriculum and Instruction committee approves the changes, the changes are sent to ICCB as required and then submitted for inclusion into the college catalog. Resources needed are captured in the budgetary process for proposal for the upcoming year.
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	Students have an opportunity to participate in paid internships at the Pulaski County Jail with the possibility of a full-time employment at completion of internship. After a review of the program, as well as feedback from the Criminal Justice Advisory Council, determined that the internship opportunity provides students with current industry-required skills, increasing the likeliness of program completers to go directly to work and be prepared to compete for industry jobs. The program will need to look at the requirements transfer students will need in order to keep them on track for degree completion at a four-year university.
Indicator 2: **Cost Effectiveness** *(see ICCB and system resources for cost-effectiveness:* *https://www.iccb.org/academic_affairs/program-review/)*	**Response**
.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). • Revenue Analysis • Student to faculty ratio	• All costs to the institution associated with this program are evaluated. Expenses include items such as salaries of instructors and adjuncts, equipment costs, lab costs, travel, building, supplies, etc. Revenue for the program is tracked through tuition, course fees, state reimbursement, and equalization, and property taxes. Course section fill rates, enrollment trends and credit hours generated each year are also considered • The student to faculty ratio is 1:15 – one full-time instructor • Program completers earn a minimum of 62 hours. • Revenue analysis is not available at this time. • Enrollment in the program remains low but steady. Students receiving a credential: {table below}

Year	Certificate	AAS
2017	2	5

• Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency	2018	3	6
	2019	4	6
	2020	5	4
	2021	3	2

.1 What are the findings of the cost-effectiveness analysis?	At this time, there is no concern regarding cost effectiveness of the criminal justice program.
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? Please explain.	Costs associated with the program are sustained through student tuition and fees.
2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	At Shawnee Community College, in-district and in-state tuition rates and fees are established by the Board of Trustees. SCC's tuition is reflective of the level of state funding to the college and regional economic conditions but is affordable and remains one of the lowest rates in the state. Program expenses are reviewed annually to determine the estimated cost of attendance for SCC students. Resident students enrolled at the College can further their education without incurring large financial obligations. Financial assistance at Shawnee Community College is available in the form of scholarships, grants, part-time employment, waivers, and loans. Information and applications may be obtained from the Financial Aid Services Office in the Administration Building. Perkins assistance is available for all CTE students in the form of textbook assistance through the Perkins Lending Library, tool rental, and bus passes for transportation.
2.5 How will the college increase the cost- effectiveness of this program?	Shawnee Community College will continue to promote the program and create students through designated pipelines to sustain enrollments.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	The only modification is for the program to consider developing an AA degree track for transfer students. This will ensure that students who complete their AA degree are juniors when they enter the university.
Indicator 3: Quality	**Response**

3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	• The Criminal Justice program is delivered through the traditional, face-to-face and online formats. Classes have access to a simulator and additional industry-specific equipment in order to prepare them to go directly into the field. • Course modality vs. success rate is a performance indicator measured in the college's Strategic Plan. Data is readily available to faculty and administrators in the form of a data dashboard developed by the Office of Institutional Effectiveness.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	• The program draws significantly on the advice and feedback provided by industry professionals on its advisory council that it may be aligned with industry standards. • The college seeks to promote culturally responsive instruction within the curriculum by including information related to multiculturalism in numerous identified courses. The college's Human Resources offers Diversity, Equity and Inclusion training opportunities to faculty and staff. The Criminal Justice faculty participated in a Virtual Equity Academy in the Spring 2022.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	The Criminal Justice program has submitted a Program of Study application to ICCB and is awaiting the official certification of the program of study for Perkins V.
3.4 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	The program is part of the Law, Public Safety, Corrections & Security career cluster. This cluster is focused on planning, managing, and providing legal, public safety and protective services and homeland security, including professional and technical support services. Identified career pathways include: the Law Enforcement Services Pathway and the Correction Services Pathway. Students seeking a career in Criminal Justice (specifically law enforcement or corrections) can complete the 30-hour certificate program and advance to the 62-hour Associate degree. Students interested in further advancement can pursue the baccalaureate degree through academic transfer.

3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	The program provides a Use-of-Force simulator for students to engage in industry-specific scenarios in a safe environment.
3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	At this time, students have the opportunity to take general education courses that advance them toward obtaining the AAS in Criminal Justice. The following courses are offered at partner school districts. | **High School**	**SCC Course Prefix**
Goreville and Vienna	COM 111
Century, Dongola, Egyptian, Goreville, Joppa, Massac, Shawnee, Vienna	ENG 111
Century, Cairo, Cobden	PSY 211
Vienna	SEM 200, SOC 212	
3.7 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	The Illinois CTE standard mandates hands-on training for work-based learning opportunities. The Criminal Justice Internship is a 2-credit course that the student takes in the Spring semester of their 2nd year to fulfill graduation requirements. Students have the opportunity to participate in paid internships at the Pulaski County Jail with the possibility for a job opportunity for full time employment at completion of internship.
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, ASE).	Industry accreditation is not required for this program but an increasing number of law enforcement agencies are encouraging an associate degree. With an associate degree in criminal justice, a job seeker can pursue multiple positions within police departments that might otherwise be unavailable.
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	The Criminal Justice program does not have industry-recognized credentials embedded within the program but does provide the student with sufficient background and competencies required for employment in the law enforcement profession
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	Apprenticeship opportunities are not available; however, internships are available with local employers
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	N/A

3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	The Criminal Justice AAS degree has a program articulation degree plan with Southeast Missouri University and Southern Illinois University Carbondale.
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? What opportunities exist for other partnerships?	The Criminal Justice program has established a partnership with the Pulaski County Jail. Students have the opportunity to participate in paid internships at the Pulaski County Jail with the possibility for a job opportunity for full time employment at completion of internship. Additionally, the College partnered with SIU – Carbondale to launch the Saluki Step Ahead Program in 2021 which offers students a seamless transfer opportunity into SIU's online Criminal Justice Program.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	• To ensure access is equitable and all students are able to receive supports to persist and succeed in CTE courses SCC is participating in the Community College Research Center's (CCRC) Guided Pathways Summer Institute. • SCC offers a variety of support services designed to meet the educational and employment needs of our students. Tutoring services under Mindy Ashby, Director of Student Success are available at the main campus and at all college extension centers. Blake Goforth, Career Services Coordinator, provides students with general information about careers in a variety of fields and guides students on the best practices for obtaining jobs in their field of choice. • While the student may initiate the process for receiving support services, a faculty may also begin the process with the submission of a Retention Alert. This alert is sent directly to the student's advisor, who then works with the student to coordinate any necessary services that will optimize their opportunity for success.
3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program? What additional professional development is needed?	Professional development is provided by the college at least twice per year. Faculty receive additional training in classroom management, curriculum review, and assessment of student learning outcomes. Full-time faculty seek out their own industry professional development.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	The college's Human Resources offers Diversity, Equity and Inclusion training opportunities throughout the year.

3.17 What is the status of the current technology and equipment used for this program?	Criminal Justice classes have access to a simulator and additional industry-specific equipment
3.18 What assessment methods are used to ensure student success?	Student knowledge of theory is assessed with course examinations, course assignments, and demonstrated proficiency with hands-on learning components.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	The program uses several of these assessment methods. The college-wide data is submitted to the Assessment Committee. Faculty review this data in an annual Continuous Quality Improvement process to measure student learning outcomes.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	The program added the Criminal Justice Internship as a 2-credit course that the student takes in the Spring semester of their 2nd year to fulfill graduation requirements and enhance their employment opportunities. The internship provides the students with real work experience and an opportunity to develop soft skills and the ability to function as a professional in the law enforcement setting.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	The college requests that students complete course evaluations at the end of each course and these evaluations are then shared with course faculty. Student feedback indicates that they are satisfied.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	Bi-annual Advisory Committee meetings are held with instructors, industry leaders, university representatives, graduates, and current students. Curriculum content and lab equipment are reviewed and potential revisions are discussed for continued success of the program for the benefit of students. Instructor maintains a rapport with police chiefs and sheriffs in the Shawnee Community College district. Many are involved in the Advisory Council meetings.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers are being engaged with the development of work-based learning opportunities and job placement. Additionally, employers who participate in the CJ Advisory Council have an opportunity to review the program and provide feedback on the program improvement and suggested curricular revisions to remain current in the industry.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction	Employers are satisfied with the level of preparation of the program's graduates. Feedback is gathered bi- annually when employers are invited to the campus to discuss curriculum and student outcomes. Employers are encouraged to make recommendations.

information collected?	
3.25 What are the program's strengths?	• Program instructors have completed advanced degrees and have worked for 2,000+ work hours in the industry. • The program provides the student with sufficient background and competencies required for employment in the law enforcement profession
3.26 What are the identified or potential weaknesses of the program?	Illinois does not require a degree to enter the field at this time.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	Review of the program quality resulted in the addition of a hands-on component.

List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.
None.

Performance and Equity

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. Each year may represent a cohort.

CTE Program	**Criminal Justice (Associate of Applied Science)** **Criminal Justice (one-year certificate)**				
CIP Code	**CJ 2120 (AAS) and CJ 2119 (Certificate)**				
	2017	2018	2019	2020	2021
Number of Students Enrolled		23	34	46	34
Number of Completers	7	9	10	9	5
Other (Please identify)					
What disaggregated data was reviewed? If program enrollment is	In addition to program enrollment and completion rate, CJ 2120 and CJ 2119 enrollment was subdivided by gender and ethnicity. That data was then cross referenced with the same demographic information for the entire				

low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	college. Completer data was also subdivided into the same demographic variables and also cross referenced to college completer data.

Gender

		Male	Female
Cert.	Enrolled	15	10
	Completed	9	5
AAS	Enrolled	65	47
	Completed	11	6

County

		Alexander	Johnson	Massac	Pulaski	Union	Other
Cert.	Enrolled	1	5	7	4	5	3
	Completed	1	4	2	1	5	1
AAS	Enrolled	10	23	14	23	35	7
	Completed	1	3	1	2	8	2

Ethnicity

		White	Black or African American	Hispanic	Unknown
CJ Cert	Enrolled	14	4	7	
	Completed	8	2	2	1
CJ AAS	Enrolled	80	15	12	5
	Completed	12	2	3	

How does the data support the program goals? Elaborate.	The program goal is to prepare students to enter the workforce or 4-year institution. As stated in the weakness of the program, Illinois does not require a degree to enter the field at this time. Therefore, students are prepared to enter with limited college work that does not require them to complete.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	Program enrollment mirrors that of the college regarding ethnicity; however, there is a lower population of female students as compared to male. This does not reflect college gender data. The largest disparity is in enrollment/completion data. The program should take a closer look into why students are not completing and when they drop out.
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	Program faculty, Department Chairs and Deans are reviewing these data and will discuss these at the next Advisory meeting. The focus being, "Why, and at what point are students dropping out and not completing?" and, "Does the current AAS degree prepare students who want to transfer?" Clearinghouse data can be used to identify those students who transferred to a four-year university without completing.

Are the students served in this program representative of the total student population? Please explain.	Yes and no. This program mirrors the student population for ethnicity; however, as mentioned above, there are a higher percentage of males enrolled in this program than that of the overall student population.
Are the students served in this program representative of the district population? Please explain.	The students enrolled in this program have a slightly higher minority population than the district as a whole, which is a positive.

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 law enforcement field. We have added CJ 299 Criminal Justice Internship to meet the state requirement for work-based learning and improve students' opportunities for employment at 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.	No new action steps at this time.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	The CJ program objective of providing an opportunity for students to visit a professional police department and a state correctional center were not met due to circumstance beyond our control (COVID). Loosening or elimination of state-mandated COVID protocols should allow for future visits.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The CJ program will work with the SCC Public Relations Department to create and use marketing pieces to recruit diverse student populations, including program-specific flyers, social media, television commercials, newspaper promotions, and college advertising. All students will be made aware of the available wrap-around support services that that SCC provides in support of student success.
Resources Needed	Assistance in gathering, consolidating, and analyzing data.

Responsibility Who is responsible for completing or implementing the modifications?	Dean of Career & Technology Programs, Department Chair, Program Faculty, and staff

Career & Technical Education

College Name:	Shawnee Community College
Academic Years Reviewed:	2017-2021

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
ELT 2161 **Basic Residential Electricity**	Cert	18	470105	Not applicable

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 within this template or results may be reported within its own template. This is at the discretion of the college.

Program Objectives What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)*	Students completing the SCC Basic Residential Electricity program will possess the knowledge and skills needed to: • Diagnose electrical problems using diagrams or blueprints. • Install and repair electrical systems. • Inspect, troubleshoot, and conduct tests. • Pinpoint problems using a range of testing devices. • Safely use various hand and power tools. The program prepares students for the following occupations: Chief Electrician; Control Electrician; Electrician; Industrial Electrician; Inside Wireman; Journeyman Electrician; Journeyman Wireman; Maintenance Electrician; Mechanical Trades Specialist, Electrician; Qualified Craft Worker, Electrician (QCW, Electrician) In addition to program objectives, SCC Strategic Plan Goal 1.2, Strategy G, calls for an evaluation of the Basic Residential Electricity program for possible expansion due to current demand and living wage data within our tri-state region.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure*	The program has been successful in training students for careers in the industry. Students are assessed for their competency in basic theory of electricity by completing reading assignments, performing demonstrations of knowledge of the materials, completing daily quizzes, exams, and successfully passing a final exam. Surveys are conducted at bi-annual Advisory Council meetings in where instructors, employers, and graduates provide feedback regarding the effectiveness of the program in preparing students

rates, assessment of students meeting Program Learning Outcomes, etc.)	for employment. Graduates of the program feel they are prepared for employment in the heating/air conditioning and residential electrical industries. They also feel they are prepared for apprenticeship programs with the local electrical trade union.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	The result of the last review was to continue with minor improvements. The curriculum offers a basic framework of electrical theory and provides the hands-on skills needed to install, repair and update electrical systems, light fixtures, wiring, power outlets and circuit boards in residential properties, including electrical components in apartment complexes, single-family homes, condos and townhomes. The class includes instruction on electrical safety, trade tools, electrical theory, common residential wiring installations, troubleshooting and repairing residential service, determining circuit load calculations and NEC Code compliance. Students will have the opportunity to complete the OSHA 10 Hour Construction Safety training and prepare for a municipal licensing exam.
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	David Austin is the instructor for the program and is responsible for program management, curriculum development, and instruction. Ruth Smith, Career & Technology Department Chair is responsible for tasks supporting the quality of instruction, compliance with ICCB requirements, and assessment of student learning outcomes. Dr. Gregory Mason is the Dean of Career & Technology Programs and provides overall administrative oversight.
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	Bi-annual Advisory Council meetings are held with instructors, employers, graduates, and current students to discuss curriculum content, equipment, and employment opportunities. Student Success Services – Support services for tutoring, advising, and career counseling Shawnee Development Council - Local WIOA office providing qualified students with support for tuition, books, and tools. Local HVAC & Electrical employers who offer potential employment after program completion

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.

Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	Prerequisites for this program were analyzed in Spring 2022. BEL 0161 was removed as the prerequisite for BEL 0164. Both courses are offered in the fall semester and can now be taken concurrently.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	Program is a less-than-one-year certificate of 18 hours.

Indicator 1: Need	Response
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	The United States Bureau of Labor Statistics project an employment growth of 8% for electricians from 2020-2030 with about 84,700 annual openings nationally. Growth in Illinois will be steady but slower with 0.4% growth (2,942 annual openings). The Illinois Department of Employment Security LWIA26 Occupations project a 16.25% decline in occupational demand between 2018 and 2028 for certified electricians in southern Illinois. Our college location serves a tri-state region where Southeast Missouri and Western Kentucky labor market data are also examined. The largest need for residential electricians was found in Western Kentucky, which predicts a 3.84% growth through 2028, according to the Kentucky Center for Statistics. The Missouri Economic Research and Information Center only projects a .23% growth in Southeast Missouri for residential electricians through 2028.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Demand declined in the past five years largely due to the impact of COVID-19 on hiring by existing companies in the district. The outlook for the next 5 years is mixed as declines within the district due to a lack of employment opportunities may be off-set by modest growth in the neighboring regions of southeast Missouri and western Kentucky.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	• United States Bureau of Labor Statistics 2020-2030 employment projections • Illinois Department of Employment Security LWIA26 Occupations Projections • Kentucky Center for Statistics • Missouri Economic Research Information Center • LMI data is reviewed annually

1.4 How does the institution/ program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g., how/where are students recruited for this program?)	Shawnee Community College recruits across its 5-county district of southern Illinois (Alexander, Johnson, Massac, Pulaski, and Union counties). Students are recruited via college outreach to local area high schools; especially schools featuring vocational trades programs.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	The Basic Electricity instructor reviews program objectives for alignment with industry standards and identifies actual or potential needs/changes. These needs are discussed with the department chair and the dean of the division. If the change is curricular, it proceeds to the Curriculum and Instruction committee for approval or requests for additional information. Once the Curriculum and Instruction committee approves the changes, the changes are sent to ICCB as required and then submitted for inclusion into the college catalog. Resources needed are captured in the budgetary process for proposal for the upcoming year.
1.6 Did the review of program need result in actions or modifications (e.g., closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	A review of the program determined that it is currently aligned with industry standards; however, the program is considering incorporating "green energy" elements in the near future to reflect industry trends in that area.
Indicator 2: Cost Effectiveness *(see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)*	**Response**
.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.).	• All costs to the institution associated with this program are evaluated. Expenses include items such as salaries of instructors and adjuncts, equipment costs, lab costs, travel, building, supplies, etc. Revenue for the program is tracked through tuition, course fees, state reimbursement, and equalization, and property taxes. Course section fill rates, enrollment trends and credit hours generated each year are also considered. Enrollment in the program is low with the limited, local employment opportunities. • Program courses are scheduled in the evening to allow students in other CTE day programs the opportunity to enroll (i.e., Welding) without sacrificing their daytime scheduling.

• Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency	• The student to faculty ratio is 6 to 1 • Program enrollment averages six to 10 students annually with completers earning 18 credit hours **Number of Credit Hours by AY**

Number of Credit Hours by AY

	2018	2019	2020	2021	2022	Sum:
BEL-0161	30	36	18	24	21	129
BEL-0162	27	30	18	15	15	105
BEL-0163	10	18	6		4	38
BEL-0164	10	18	6		4	38
BEL-0165	21	21	6		6	54
BEL-0166	16	12	6		4	38
Sum:	114	135	60	39	54	402

.2 What are the findings of the cost-effectiveness analysis?	• There is no concern regarding cost effectiveness of the program. Enrollment in the program remains low but is expected to grow as more opportunities materialize with the trade unions and employers outside of the district.
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? Please explain.	There is currently no grant funding to support this program.
2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	• At Shawnee Community College, in-district and in-state tuition rates and fees are established by the Board of Trustees. SCC's tuition is reflective of the level of state funding to the college and regional economic conditions but is affordable and remains one of the lowest rates in the state. • Program expenses are reviewed annually to determine the estimated cost of attendance for SCC students. • The institution assists students in overcoming financial barriers to participate in this program by offering institutional scholarships, and WIOA financial support for eligible students. • Perkins assistance is available for all CTE students in the form of textbook assistance through the Perkins Lending Library, tool rental, and bus passes for transportation.
2.5 How will the college increase the cost- effectiveness of this program?	The program needs more students to generate revenue for this program to be financially feasible to continue.

2.6 Did the review of program cost result in any actions or modifications? Please explain.	The program will develop program learning outcomes that align with industry standards. Advisory Councils will be formed to assist with program. The CTE Dean and Department Chair will work with Basic Electricity faculty to align the program to industry standards and highlight those standards in recruitment efforts in hopes to boost enrollment.
Indicator 3: Quality	**Response**
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	Course content is delivered through a traditional format of in-class instruction that is reinforced with student mastery demonstrated through completion of reading assignments, class participation, performance of hands-on activities, and satisfactory completion of daily quizzes, exams and comprehensive final. Course modality vs. success rate is a performance indicator measured in the college's Strategic Plan. Data is readily available to faculty and administrators in the form of a data dashboard developed by the Office of Institutional Effectiveness.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	The program draws significantly on the advice and feedback provided by industry professionals on its advisory council that it may be aligned with industry standards.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	The Basic Residential Electrician program is not part of a Program of Study as defined by Perkins V.

3.4 Does this program meet the definition of a [career pathway program](#)? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	This program does not currently meet the definition of a career pathway program; however, a goal of college's Strategic Plan is for all CTE programs to be aligned to industry standards. Once aligned, this program will fall into the Construction Pathway under the Architecture and Construction Career Cluster.
3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	None at this time; however, as the program explores solar electricity, it is our hope that if it is financially feasible, the college will develop a state-of-the-art solar electricity program option with up-to-date equipment that mirrors that of the industry.
3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	There are no dual credit options at this time.
3.7 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	No WBL opportunities exist currently; however, the college hopes to develop partnerships with employers for work-based learning opportunities that can be used to establish better school-to-work pipelines.

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, ASE).	Industry certification is not required for this program, but the program does prepare the student to become certified by examination as an ETT Certified Assistant Technician Level II. The ETT Assistant Level II performs limited testing and service work under the direct supervision of a Level III ETT Certified Technician or Level IV Senior Certified Technician. The accrediting body is the InterNational Electrical Testing Association.
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	Industry-recognized credentials have not been identified within this program; however, for this and other CTE programs to be considered an approved program of study through Perkins, programs must begin work in identifying where industry-recognized credentials are evident. If they are absent, the program will be modified to ensure it is in alignment with industry-recognized standards.
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	Students enrolled in the program are eligible for apprenticeship opportunities with the Local 777 General Contractors Union and SCC Joint Apprenticeship-Construction Laborer program, and the International Brotherhood of Electrical Workers (IBEW). This Construction Labor program is a restricted-entry program and students will have to apply and be accepted into the IBEW program.
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	The program prepares students to become certified by examination as an ETT Certified Assistant Technician Level II. The ETT Assistant Level II performs limited testing and service work under the direct supervision of a Level III ETT Certified Technician or Level IV Senior Certified Technician. The accrediting body is the InterNational Electrical Testing Association. Data on examination pass rates and the number of students who took the exam are not available at this time; however, will be collected and reported on at the time of the next review.
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	None exist at this time.
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? What opportunities exist for other partnerships?	No new partnerships have been identified.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	• To ensure access is equitable and all students are able to receive supports to persist and succeed in CTE courses SCC is participating in the Community College Research Center's (CCRC) Guided Pathways Summer Institute.

	• SCC offers a variety of support services designed to meet the educational and employment needs of our students. Tutoring services under Mindy Ashby, Director of Student Success are available at the main campus and at all college extension centers. Blake Goforth, Career Services Coordinator, provides students with general information about careers in a variety of fields and guides students on the best practices for obtaining jobs in their field of choice. • While the student may initiate the process for receiving support services, a faculty may also begin the process with the submission of a Retention Alert. This alert is sent directly to the student's advisor, who then works with the student to coordinate any necessary services that will optimize their success.
3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program? What additional professional development is needed?	Professional development is provided by the college at least twice per year. Faculty receive additional training in classroom management, curriculum review, and assessment of student learning outcomes.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	The college's Human Resources offers Diversity, Equity and Inclusion training opportunities throughout the year.
3.17 What is the status of the current technology and equipment used for this program?	Equipment and tools used in this program are appropriate to meet industry standards for students seeking an entry level position upon completion of the program.
3.18 What assessment methods are used to ensure student success?	Student knowledge of theory is assessed with course examinations, course assignments, and demonstrated proficiency with hands-on learning components. We use several of these assessment methods to participate in the college-wide CQI to measure student learning outcomes. The college-wide data is submitted to the Assessment Committee.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	The results for college-wide CQI are presented annually to faculty and administration for review.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from	None.

the assessment to improve your program and students learning?)	
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	The college requests that students complete course evaluations at the end of each course and these evaluations are then shared with course faculty. Student feedback indicates that they are satisfied.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The program advisory council meets bi-annually to discuss curriculum design, completions, placement, and potential work-based learning opportunities. Participation from local employers on advisory councils has been an issue. This engagement can be improved by the faculty going out to local businesses to build those relationships, which in hope, will increase participation.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	Employers who participate are actively engaged for their input on the program's curriculum design, completions, placement, and potential work-based learning opportunities.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	This information comes from bi-annual Advisory Council meeting comments regarding employer satisfaction with program graduates. One of the key performance indicators in the college's Strategic Plan calls for employer surveys regarding program graduates. Data will be available once IR begins to send surveys to student employers.
3.25 What are the program's strengths?	The small size of the program allows for better student-teacher interactions, especially when conducting the hands-on learning portions of the curriculum.
3.26 What are the identified or potential weaknesses of the program?	The need for work-based learning opportunities and the program is not currently tied to industry-recognized credentials.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	The program will develop program learning outcomes that align with industry standards. Advisory Councils will provide input for program improvement. The CTE Dean and Department Chair will work with Basic Electricity faculty to align the program to industry standards and highlight those standards in recruitment efforts in hopes to boost enrollment. .

List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.

Scheduling – The program is offered during the evening because of the availability of the instructor. Although this was one of the recommendations from the last review, in actuality, this may be limiting the growth of the program as potential students may not wish to enroll in an evening-only program. By offering a day and evening track, students could choose what option works best with their lifestyle.

Industry Standards – The program is not currently aligned to industry standards.

Performance and Equity

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. Each year may represent a cohort.

CTE Program	Basic Residential Electricity				
CIP Code	470105				
	2017	2018	2019	2020	2021
Number of Students Enrolled		10	8	2	2
Number of Completers	6	8	6	1	0
Other (Please identify)					

What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	In addition to program enrollment and completion rate, enrollment was subdivided by gender and ethnicity. In the Basic Residential Electric program, students are:

		2017	2018	2019	2020	2021
Basic Electricity	American Indian					
	Black or African American		1			1
	Hispanic				1	
	White		9	8	2	1
	Sum		**10**	**8**	**3**	**2**

		2017	2018	2019	2020	2022
Basic Electricity	Female			1		1
	Male			10	7	3	1
	Sum			10	8	3	2

	Students enrolled in this program are typically white males.
How does the data support the program goals? Elaborate.	The data reveals the program enrollment is similar to the national trends as 2.1% of all licensed electricians are women, while 97.9% are men.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	There are gaps in graduate, employer, and alumni surveys for the purposes of assessing the needs and satisfaction of students enrolled in the Basic Residential Electricity program. The college is initiating a more robust process of data collection to address these gaps.
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	The college plans to close identified gaps by: • More robust data collection to generate insights. • Use insights to plan and implement action. • Go beyond demographics and historical academic data to understand the impact of student success services and programs. • Accommodate student needs with holistic planning and scheduling.
Are the students served in this program representative of the total student population? Please explain.	The students served in this program are representative of the industry according to gender, but not of the total college population as approximately 35 percent of the students are male and 65 percent are female.
Are the students served in this program representative of the district population? Please explain.	The students served in this program are not representative of the district population as females represents approximately 50% of the region.

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 pursuing a career in the residential electricity industry.

Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The college intends to improve the program by aligning the curriculum with the Architecture and Construction: Construction Career Cluster and incorporating "green energy" concepts into the curriculum for the Fall 2023 semester.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The Basic Residential Electricity program will work with the SCC Public Relations Department to create and use marketing pieces to recruit diverse student populations, including program-specific flyers, social media, television commercials, newspaper promotions, and college advertising. All students will be made aware of the available wrap-around support services that that SCC provides in support of student success.
Resources Needed	Full-time instructor and improved data collection of outcomes.
Responsibility Who is responsible for completing or implementing the modifications?	Dean of Career & Technology Programs, Department Chair, Program Faculty, and staff

Career & Technical Education

College Name:	Shawnee Community College
Academic Years Reviewed:	2017-2021

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
Medical Coding Specialist (HIT 2224)	Certificate	33	510713	Medical Coder (HIT 2174) Medical Biller (HIT 2176)

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 within this template or results may be reported within its own template. This is at the discretion of the college.

| **Program Objectives**
What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)* | The Medical Coder (12-hour certificate) program is aligned with the Department of Health & Human Services, (DHHS) Official Guidelines for Coding and Reporting for physician services. The Medical Coder program is for entry-level physician coding careers in the Health Science Technology pathway into Health Science: Health Informatics.

The Medical Biller (11-hour certificate) program is aligned with the Department of Health & Human Services (DHHS), Official Guidelines and Association for Healthcare Documentation Integrity (AHDI) Guidelines for Medical Office Careers. The Medical Biller program is for entry-level medical office careers in the Health Science Technology pathway into Health Science: Health Informatics.

The Medical Coding Specialist (33-hour certificate) program is aligned with the Department of Health & Human & Services (DHHS) and Official Guidelines for Coding and Reporting for physician services. The Medical Coding Specialist program is for entry-level physician coding careers in the Health Science Technology pathway into Health Science: Health Informatics. Upon successful completion of the specialist certificate students are eligible to sit for the Certified |

Coding and Billing Specialist exam administered by the National Healthcare Association.

Upon completion of the Medical Coding Specialist program students will be able to:

1. Demonstrate a fundamental understanding of the human body and medical terminology as they apply to medical billing and coding.
2. Assign and understand diagnostic and procedure codes using ICD and HCPCS/CPT coding systems as used in a variety of settings.
3. Uphold legal and ethical standards and adhere to principles of patient confidentiality within the health care community environment as defined by federal, state, and local guidelines and regulations.
4. Demonstrate ability to think critically, manage time, and communicate in oral and written formats.

To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*	Program objectives are measured throughout the program with the assessment of Shawnee Community College's core competencies.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	The action from the previous program review was to convert all courses to online. This action was completed in the time since the last program review. All courses within the program are online.
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	Kayla Sauerbrunn - Allied Health Department Chair Dr. April Teske - Executive Director of Institutional Effectiveness

Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	The Advisor for this program calculates student rank using weighted grades for previous college coursework in addition to the HOAE test results and communicates with students who have interest in these programs. Student Support Services is available to all students. Students are notified through new student orientation, information on the college's website, the college's social media platforms, email, text, and student flyers. Perkins assistance is available for all CTE students in the form of textbook assistance through the Perkins Lending Library, tool rental, and bus passes for transportation.

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.

Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	All corequisites and prerequisites have been built in to the program curriculum. The one-year certificate includes Basic Computer Systems (COM 111) and Anatomy & Physiology (BIO 212).
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The Medical Coding Specialist Certificate is a 33-hour certificate. It incorporates two stackable certificates, Medical Coder (12-hour certificate) and Medical Biller (11-hour certificate), along with other courses needed in the profession.
Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	According to the U.S. Bureau of Statistics, overall employment of medical records and health information specialists is projected to grow 9 percent from 2020 to 2030, about as fast as the average for all occupations. Illinois Department of Employment Security (IDES) projects 529 annual openings for Medical Records and Health Information Technicians. The local workforce (LWA) district for Shawnee Community College (LWA 26) and the surrounding workforce (LWA 25) both project an increase in this occupational demand. LWA 26 projects a 3% increase

	and LWA 25 higher at a 6% increase.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Demand has continued to increase in the program area due to the U.S. aging population which requires more medical services. The number of individuals who have access to health insurance is expected to increase and will require staff to be efficient in medical office skills. According to the U.S. Bureau of Statistics, about 34,300 openings for medical records and health information specialists are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire. According to ONET, Health Information Technologists and Medical Registrars are considered Bright Outlook occupations (onetonline.org). Bright Outlook occupations are expected to grow rapidly in the next several years, will have large numbers of job openings, or are new and emerging occupations.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	When reviewing labor market information, the college looks at southeast Missouri and western Kentucky, because our students either live or seek employment in those areas. According to the SCC Labor Market analysis, the Medical Biller is a high need living wage job in LWA 25, which is directly north and adjacent to our district's labor workforce area (LWA 26). This is the area where the largest healthcare provider in southern Illinois is located. Executive Director of Institutional Effectiveness, provides an annual labor market analysis. Illinois Labor Market Data Southeast Missouri Labor Market Data Western Kentucky

1.4 How does the institution/ program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	Students are recruited through Shawnee Community College community events, social media, Career Tech Day (CTE), Shawnee Experience, and various other recruiting events. Students are recruited within the counties making up the Shawnee Community College district – Alexander, Johnson, Massac, Pulaski, and Union.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Proposed needs/changes are brought to the Curriculum and Instruction Team for review. This team meets monthly throughout the academic year.
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	Although labor market data reflects a demand in the field, enrollment at SCC in the Medical Coding Specialist program remains low. In the past year marketing videos have been created to promote the program. We will continue to work on strategies to promote the program.
Indicator 2: Cost Effectiveness *(see ICCB and system resources for cost-effectiveness:* [*https://www.iccb.org/academic_affairs/program-review/*](https://www.iccb.org/academic_affairs/program-review/)*)*	**Response**
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: ● Costs to the institution associated with this program ● How costs compare to other similar programs on campus ● How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). ● Revenue Analysis ● Student to faculty ratio ● Course/section fill rates	During this fiscal year the college has begun an intensive budget analysis process involving faculty and programs. This analysis is broken out for each program detailing all costs associated with programs including, but not limited to salary and benefits, institution cost, capital and facility maintenance, and purchases. These costs are attributed to specific funds to indicate how the college is paying for those costs (i.e. grant and institutional money, etc.). Each course head count and credit hours generated are attributed to that program to determine overall cost to the program. As part of this analysis a team of faculty and administration look at factors such as faculty to student ratio, course and section fill rates, and scheduling efficiency to improve cost effectiveness. This budget effectiveness model is being integrated into program planning and academic assessment beginning FY23.

- Enrollment trends
- Credit hours earned year to year
- Scheduling efficiency

Number of Credit Hours by AY

	2018	2019	2020	2021	2022	Sum:
HIT-0100	438	351	384	369	336	1878
HIT-0101	36	42	30	51	57	216
HIT-0104	54	48	33	27	39	201
HIT-0106	33	45	36	15	30	159
HIT-0107	36	56	28	20	36	176
HIT-0109	42	34	40	30	40	186
HIT-0111	11	15	7	7	9	49
HIT-0209	36	48	52	20	36	192
Sum:	686	639	610	539	583	3057

2.2 What are the findings of the cost-effectiveness analysis?	The findings for this section will be based on the old budget modeling process and what has been discovered in FY22 when transitioning to the new budget model. When looking at the cost effectiveness model over the last several fiscal years we determined that we were not attributing separately for the Medical Office Assistant and Medical Coding Specialist programs. Therefore, the findings for the cost analysis will include both of these programs. Overall, the direct cost total for the two programs combined has remained consistent over the last four fiscal years. Since FY18 the number of credit hours, while they have decreased slightly, have produced revenue that exceeds our direct cost total. Making the programs sustainable to SCC. While credit hours have decreased slightly the program has kept total cost stable by utilizing quality adjuncts to replace a retired full time faculty member.
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? Please explain.	This program is not directly offset by grant funding.
2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)	The Financial Aid advisors at SCC guides students through the financial aid process and provide assistance with understanding grant, scholarship, and federal work-study opportunities. Students have access to Student Support Services (SSS).

How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	SSS is funded through the U.S. Department of Education TRiO programs and offers supplemental grant aid. Students have access to apply for assistance through the Workforce Innovation and Opportunity Act (WIOA).
2.5 How will the college increase the cost- effectiveness of this program?	Beginning FY23 the college will be looking at cost effectiveness of the Medical Office Assistant and Medical Coding Specialist programs as separate cost organizations. This will help us to make better decisions for the individual programs as they will reveal true cost and revenue streams. Because of the way the program is designed as an online program with only one section per course delivered sequentially, this maximizes the cost effectiveness of the Medical Coding Specialist program. In the cost analysis it was observed that even with our current model, if the credit hours continue to decrease at the rate they are now, we will show a loss within the next two years. To combat this trend the program is in conversation with administration to go back to a full-time faculty position as it was prior to FY19. This will allow the faculty to devote full time attention to recruitment, marketing, and advisement strategies for this much needed labor area.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	The college is in consideration of a Registered Health Information Technician (RHIT) program which incorporates all of the courses within the Medical Office Assistant and Medical Coding Specialist programs. The Department Chair is working with the Institutional Research Office on a report that will recommend the direction for the Health Information Technology programs which includes the Medical Coding Specialist.
Indicator 3: Quality	**Response**

3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	The program is currently offered in an online format only.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	The official Guidelines for Coding and Reporting are obtained from CMS website and the Current National Healthcare Association (NHA) CBCS test plan is reviewed. Changes to improve curriculum are discussed at the Advisory Committee meetings and necessary steps are then followed to make improvements. Updates to the curriculum are based on coding and guideline changes each year.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	Not at this time.
3.4 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	The Medical Coder, Medical Biller, and Medical Coding Specialist certificates follow the Health Science Technology pathway into Health Science: Health Informatics. These certificates can also lead into an Associate of Applied Science in Health Information Technology offered at other institutions. The Medical Office Assistant certificate fits into Health Science: Health Informatics Career Cluster Career Pathway. The Medical Coder, Medical Biller, and Medical Coding Specialist certificates include dual credit courses, which allows students to take college-level courses while in high school. Once students have completed the Medical Coding Specialist program they can continue on at SCC and earn an Associate of Applied Science degree. With the completion of an Associate of Applied Science degree

	students have the opportunity to advance their degree in Health Information Technology (HIT) at a 4-year institution.
3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	Coding courses are offered in online format with usage of online tutorials to aid in student learning of course content.
3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	COM 111 – Massac County High School HIT 100 – Goreville, Massac, and Vienna High Schools
3.7 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	The instructor utilizes case studies and mock electronic health records to allow students practice skills learned throughout the program.
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, ASE).	At this time, there is no industry accreditation required for this program.

3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	Shawnee Community College is an approved facility to offer the National Health Career Association examination for Certified Billing Coding Specialist (CBCS) credential. To sit for the exam, the registration plus test prep fees are $170.
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	At this time, there are no apprenticeship programs associated with this program.
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	At this time, there are no required licensure exams. There is an optional Certified Billing Coding Specialist (CBCS) credential. Shawnee Community College students have a 100% pass rate of the students who sit for the exam.
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	There are no formal articulations or cooperative agreements in place for this program. Students who complete the Medical Coder, Medical Biller, and Medical Coding Specialist certificates can pursue an Associate of Applied Science in Health Information Technology at a surrounding institution.
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? What opportunities exist for other partnerships?	There have not been any new partnerships formed since the last review.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	Advisory Committee meetings have given us the opportunity to work with employers and other institutions of higher education to improve the quality of our program.
3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program? What additional professional development is needed?	Full-time faculty members are offered professional development/training through American Health Information Management Association (AHIMA), Illinois Health Information Management Association (ILHIMA), and Southern Illinois Health Information Management Association (SILHIMA).

3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	The College has a Diversity, Equity, Inclusion Council that meets once per month. The council frequently sends faculty and staff informational flyers and opportunities for professional development in the area of Diversity, Equity, and Inclusion.
3.17 What is the status of the current technology and equipment used for this program?	Due to the nature of the industry and yearly required updates from Department of Health & Human Services (DHHS), technology is up to date with industry needs.
3.18 What assessment methods are used to ensure student success?	Assessment of Shawnee Community College's core competencies in communication, problem solving, personal growth and responsibility, and research and information literacy is achieved by various methods. Coding exams (both theory and practical applications), insurance claims completion, article summary reviews, portfolio collection of reference materials for coding/billing, online chapter tutorial completion, etc. are many of the assessment methods used to ensure student success.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	At the end of each course the results are entered into Weave, which allows them to be shared within the institution. Student artifacts are also uploaded with the results.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	Increase the use of online tutorials, case studies, and mock medical health records to enhance learning and practice skills learned throughout the program.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	Students who have kept in contract with the instructor appear to be very satisfied with preparation for employment. Currently student satisfaction is an informal process of communication through faculty. We will be developing a more formal data collection of student satisfaction.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	In April 2022, we held a virtual Advisory Committee meeting. Due to Covid regulations we were not able to meet for several years prior to this meeting. Next year we plan to implement a department wide advisory meeting with a Career Pathways focus. This will

	bring together multiple programs under one pathway that overlap within an industry. This should enhance the ability to cross train and ensure students have other options in the Career Pathway of their interest.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	Employers offer internship site placement to provide students with hands-on learning of front office skills.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Based on employer communication, they are very satisfied with the preparation of the program's graduates. At this point, employer satisfaction information is collected through discussion during Advisory Committee meetings.
3.25 What are the program's strengths?	The online delivery of this program allows for more flexibility and accessibility than a traditional face to face program. The use of the electronic health record to medical office procedures lab allows students to gain experience using front office procedures. Electronic health record software is available for students anywhere there is internet access. Coding textbooks are updated annually. All other textbooks are updated as new editions are published. Program is aligned with Department of DHHS Official Guidelines for Coding and Reporting; plus AHDI transcription guidelines. Close alignment of three one-year certificates gives students an option of obtaining three certificates in two years.
3.26 What are the identified or potential weaknesses of the program?	All courses within the program are being taught by adjunct instructors. Enrollment and completion numbers for this program remain low. There are no industry-recognized credentials for this program.

3.27 Did the review of program quality result in any actions or modifications? Please explain.	The college is continuing to work on strategies to increase enrollment and completion numbers for the program.

List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.

Performance and Equity

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. Each year may represent a cohort.

CTE Program	Medical Coding Specialist (HIT 2224)
CIP Code	510713

	2017	2018	2019	2020	2021
Number of Students Enrolled	Not Available	13	16	16	21
Number of Completers	5	3	6	2	8
Other (Please identify)					

What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status.	In addition to program enrollment and completion rate, HIT 2224 enrollment was subdivided by gender, age, ethnicity, and county in order to know how to target recruiting efforts. That data was then cross referenced with the same demographic information for the entire college.

It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	
How does the data support the program goals? Elaborate.	Although this program meets the goals of preparing students to enter the workforce as a medical coder/medical biller, enrollment and completion rates continue to be an issue. This program is being monitored during FY22 for potential withdrawal.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	The Medical Coding Specialist program has low completion rates with notable retention gaps. We are currently working on strategies to increase completion rates and close the noted retention gaps.
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	All initiatives must be tied to the college's Strategic Plan, which relies on data metrics and bridging any identifiable gaps. Strategic Plan Key Performance Indicators: ● Area-1: Community Need, Measure A) Workforce Development, Indicator - Adequacy of graduate output by labor market data ● Area-1: Community Need, Measure B) Economic Development, Indicator - poverty rate impact ● Area-2: Student Interest, Measure E) Accessible Programs/Services, Indicator - Number of accommodation services available ● Area-2: Student Interest, Measure E) Affordable Programs/Services, Indicator - Percentage of students that receive financial support The largest data gap comes in terms of not tracking demographic data such as financial need and transfer rates for program enrollment. The college is currently working to create a process for collecting this data, which should make data collection in the future easier and more readily available.
Are the students served in this program representative of the total student population? Please explain.	According to the disaggregated data that was available, there are a higher proportion of females enrolled in this program over the past five years as compared to the college.

Are the students served in this program representative of the district population? Please explain.	Students served in this program are representative of the district population. Students are from a wide geographical range within the college's district.

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 Department Chair is working with the Institutional Research Office on a report that will recommend the direction for the Health Information Technology programs, which includes the Medical Coding Specialist program.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	If the program does not show improvement and major change in enrollment and completion rates, the program will be recommended for withdrawal.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Program objectives are being met. No action needed.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	All initiatives must be tied to the college's Strategic Plan, which relies on data metrics and bridging any identifiable gaps. The college is currently working to create processes for collecting this data, which should make data collection in the future easier and more readily available.
Resources Needed	Report recommending the direction for the Health Information Technology programs.

Responsibility Who is responsible for completing or implementing the modifications?	Amanda Hannan - Dean of Allied Health and Nursing Kayla Sauerbrunn - Allied Health Department Chair Dr. April Teske - Executive Director of Institutional Effectiveness

Career & Technical Education

College Name:	Shawnee Community College
Academic Years Reviewed:	2017-2021

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
Medical Office Assistant (MRS 2102)	Certificate	32	510716	None

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 within this template or results may be reported within its own template. This is at the discretion of the college.

| **Program Objectives**
What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)* | The Medical Office Assistant (32-hour) program is aligned with the Department of Health & Human Services (DHHS) Official Guidelines and Association for Healthcare Documentation Integrity (AHDI) Guidelines for Medical Office Careers. The Medical Office Assistant program is for entry-level medical office careers in the Health Science Technology pathway into Health Science: Health Informatics.

Upon completion of the Medical Office Assistant program students will be able to:

1. Identify the structures and functions of the human body using standard medical terminology.
2. Explain how to maintain a safe environment in the medical office.
3. Describe the administrative processes and procedures necessary to manage a medical front office.
4. Explain the procedures to create and maintain accurate medical documentation.
5. Demonstrate knowledge and competency in ICD-10 coding and electronic medical billing of multiple insurances.
6. Recognize laws and regulations regarding patient |

	privacy and confidentiality.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*	Program objectives are measured throughout the program with the assessment of Shawnee Community College's core competencies.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	The action from the previous program review was to convert all courses to online. This action was completed in the time since the last program review. All courses within the program are online.
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	Kayla Sauerbrunn - Allied Health Department Chair Dr. April Teske - Executive Director of Institutional Effectiveness
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	The Advisor for this program calculates student rank using weighted grades for previous college coursework in addition to the HOAE test results and communicates with students who have interest in these programs. Student Support Services is available to all students. Students are notified through new student orientation, information on the college's website, the college's social media platforms, email, text, and student flyers. Perkins assistance is available for all CTE students in the form of textbook assistance through the Perkins Lending Library, tool rental, and bus passes for transportation.

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.

Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	College English competencies (ENG 111 – English Composition I) must be met to complete MRS 2012 (one-year certificate) due to the general education requirements of ENG 111 and COM 111 – Business Computer Systems.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The certificate contains two 4 credit-hour classes which pushes the total to 32.
Indicator 1: Need	Response
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	According to the U.S. Bureau of Statistics, overall employment of medical records and health information specialists is projected to grow 9 percent from 2020 to 2030, about as fast as the average for all occupations. Illinois Department of Employment Security (IDES) projects 529 annual openings for Medical Records and Health Information Technicians. The local workforce (LWA) district for Shawnee Community College (LWA 26) and the surrounding workforce (LWA 25) both project an increase in this occupational demand. LWA 26 projects a 3% increase and LWA 25 higher at a 6% increase.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Demand has continued to increase in the program area due to the U.S. aging population which requires more medical services. The number of individuals who have access to health insurance is expected to increase and will require staff to be efficient in medical office skills. According to the U.S. Bureau of Statistics, about 34,300 openings for medical records and health information specialists are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.

	According to ONET, Health Information Technologists and Medical Registrars are considered Bright Outlook occupations (onetonline.org). Bright Outlook occupations are expected to grow rapidly in the next several years, will have large numbers of job openings, or are new and emerging occupations.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	When reviewing labor market information, the college looks at southeast Missouri and western Kentucky, because our students either live in those areas or go there for employment. According to the SCC Labor Market analysis, the Medical Office Assistant is a high need living wage job in LWA 25, which is directly north and adjacent to our district's labor workforce area (LWA 26). This is the area where the largest healthcare provider in southern Illinois is located. Executive Director of Institutional Effectiveness, provides an annual labor market analysis. Illinois Labor Market Data Southeast Missouri Labor Market Data Western Kentucky
1.4 How does the institution/ program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	Students are recruited through Shawnee Community College community events, social media, Career Tech Day (CTE), Shawnee Experience, and various other recruiting events. Students are recruited within the counties making up the Shawnee Community College district – Alexander, Johnson, Massac, Pulaski, and Union.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Proposed needs/changes are brought to the Curriculum and Instruction Team for review. This team meets monthly throughout the academic year.

		Response
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.		Although labor market data reflects a demand in the field, enrollment at SCC in the Medical Office Assistant program remains low. In the past year marketing videos have been created to promote the program. We will continue to work on strategies to promote the program.

Indicator 2:
Cost Effectiveness *(see ICCB and system resources for cost-effectiveness:* https://www.iccb.org/academic_affairs/program-review/)

Response

2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:
- Costs to the institution associated with this program
- How costs compare to other similar programs on campus
- How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.).
- Revenue Analysis
- Student to faculty ratio
- Course/section fill rates
- Enrollment trends
- Credit hours earned year to year
- Scheduling efficiency

During this fiscal year the college has begun an intensive budget analysis process involving faculty and programs. This analysis is broken out for each program detailing all costs associated with programs including, but not limited to salary and benefits, institution cost, capital and facility maintenance, and purchases. These costs are attributed to specific funds to indicate how the college is paying for those costs (i.e. grant and institutional money, etc.). Each course head count and credit hours generated are attributed to that program to determine overall cost to the program. As part of this analysis a team of faculty and administration look at factors such as faculty to student ratio, course and section fill rates, and scheduling efficiency to improve cost effectiveness.

This budget effectiveness model is being integrated into program planning and academic assessment beginning FY23.

Number of Credit Hours by AY

	2018	2019	2020	2021	2022	Sum:
HIT-0100	438	351	384	369	336	1878
HIT-0101	36	42	30	51	57	216
HIT-0104	54	48	33	27	39	201
HIT-0105	9	12	18	18	18	75
HIT-0106	33	45	36	15	30	159
HIT-0107	36	56	28	20	36	176
HIT-0109	42	34	40	30	40	186
HIT-0111	11	15	7	7	9	49
Sum:	659	603	576	537	565	2940

2.2 What are the findings of the cost-effectiveness analysis?	The findings for this section will be based on the old budget modeling process and what has been discovered in FY22 when transitioning to the new budget model. When looking at the cost effectiveness model over the last several fiscal years we determined that we were not attributing separately for the Medical Office Assistant and Medical Coding Specialist programs. Therefore, the findings for the cost analysis will include both of these programs. Overall, the direct cost total for the two programs combined has remained consistent over the last four fiscal years. Since FY18 the number of credit hours, while they have decreased slightly, have produced revenue that exceeds our direct cost total. Making the programs sustainable to SCC. While credit hours have decreased slightly the program has kept total cost stable by utilizing quality adjuncts to replace a retired full time faculty member.
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? Please explain.	This program is not directly offset by grant funding.
2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	The Financial Aid advisors at SCC guides students through the financial aid process and provide assistance with understanding grant, scholarship, and federal work-study opportunities. Students have access to Student Support Services (SSS). SSS is funded through the U.S. Department of Education TRiO programs and offers supplemental grant aid. Students have access to apply for assistance through the Workforce Innovation and Opportunity Act (WIOA).
2.5 How will the college increase the cost- effectiveness of this program?	Beginning FY23 the college will be looking at cost effectiveness of the Medical Office Assistant and Medical Coding Specialist programs as separate cost organizations. This will help us to make better decisions for the individual programs as they will reveal true cost and revenue streams.

	Because of the way the program is designed as an online program with only one section per course delivered sequentially, this maximizes the cost effectiveness of the Medical Office Assistant program.
	In the cost analysis it was observed that even with our current model, if the credit hours continue to decrease at the rate they are now, we will show a loss within the next two years. To combat this trend the program is in conversation with administration to go back to a full-time faculty position as it was prior to FY19. This will allow the faculty to devote full time attention to recruitment, marketing, and advisement strategies for this much needed labor area.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	The college is in consideration of a Registered Health Information Technician (RHIT) program which incorporates all of the courses within the Medical Office Assistant and Medical Coding Specialist programs. The Department Chair is working with the Institutional Research Office on a report that will recommend the direction for the Health Information Technology programs which includes the Medical Office Assistant program.
Indicator 3: Quality	Response
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	The program is currently offered in an online format only.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	The official Guidelines for Coding and Reporting are obtained from CMS website and the Current National Healthcare Association (NHA) CBCS test plan is reviewed. Changes to improve curriculum are discussed at the Advisory Committee meetings and necessary steps

	are then followed to make improvements.

Updates to the curriculum are based on coding and guideline changes each year. |
| 3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB?

If yes, describe any strengths or challenge to program of study implementation. | Not at this time. |
| 3.4 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements. | The Medical Office Assistant certificate fits into Health Science: Health Informatics Career Cluster Career Pathway.

The Medical Office Assistant program includes dual credit courses, which allows students to take college-level courses while in high school.

Once students have completed the Medical Office Assistant program they can continue on at SCC and earn an AAS degree. With the completion of an AAS degree students have the opportunity to advance their degree in Health Information Technology (HIT) at a 4-year institution. |
| 3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about? | Coding courses are offered in online format with usage of online tutorials to aid in student learning of course content. |
| 3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority? | COM 111 – Massac County High School
ENG 111 – Dongola, Egyptian, Goreville, Joppa, Vienna, Massac County, and Shawnee High Schools
HIT 100 – Goreville, Massac County, and Vienna High Schools |

3.7 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	The instructor utilizes case studies and mock electronic health records to allow students practice skills learned throughout the program.
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, ASE).	At this time, there is no industry accreditation required for this program.
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	There are no industry-recognized credentials for this program.
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	At this time, there are no apprenticeship programs associated with this program.
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	At this time, there are no required licensure exams.
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	There are no formal articulations or cooperative agreements in place for this program. Students who complete the Medical Office Assistant certificate can pursue an Associate of Applied Science in Health Information Technology at a surrounding institution.
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? What opportunities exist for other partnerships?	There have not been any new partnerships formed since the last review.

3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	Advisory Committee meetings have given us the opportunity to work with employers and other institutions of higher education to improve the quality of our program.
3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program? What additional professional development is needed?	Full-time faculty members are offered professional development/training through American Health Information Management Association (AHIMA), Illinois Health Information Management Association (ILHIMA), and Southern Illinois Health Information Management Association (SILHIMA).
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	The College has a Diversity, Equity, Inclusion Council that meets once per month. The council frequently sends faculty and staff informational flyers and opportunities for professional development in the area of Diversity, Equity, and Inclusion.
3.17 What is the status of the current technology and equipment used for this program?	Due to the nature of the industry and yearly required updates from Department of Health & Human Services (DHHS), technology is up to date with industry needs.
3.18 What assessment methods are used to ensure student success?	Assessment of Shawnee Community College's core competencies in communication, problem solving, personal growth and responsibility, and research and information literacy is achieved by various methods. Coding exams (both theory and practical applications), insurance claims completion, article summary reviews, portfolio collection of reference materials for coding/billing, online chapter tutorial completion, etc. are many of the assessment methods used to ensure student success.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	At the end of each course the results are entered into Weave, which allows them to be shared within the institution. Student artifacts are also uploaded with the results.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	Increase the use of online tutorials, case studies, and mock medical health records to enhance learning and practice skills learned throughout the program.

3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	Students who have kept in contract with the instructor appear to be very satisfied with preparation for employment. Currently student satisfaction is an informal process of communication through faculty. We will be developing a more formal data collection of student satisfaction.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	In April 2022, we held a virtual Advisory Committee meeting. Due to Covid regulations we were not able to meet for several years prior to this meeting. Next year we plan to implement a department wide advisory meeting with a Career Pathways focus. This will bring together multiple programs under one pathway that overlap within an industry. This should enhance the ability to cross train and ensure students have other options in the Career Pathway of their interest.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	Employers offer internship site placement to provide students with hands-on learning of front office skills.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Based on employer communication, they are very satisfied with the preparation of the program's graduates. At this point, employer satisfaction information is collected through discussion during Advisory Committee meetings.
3.25 What are the program's strengths?	The online delivery of this program allows for more flexibility and accessibility than a traditional face to face program. The use of the electronic health record to medical office procedures lab allows students to gain experience using front office procedures. Electronic health record software is available for students anywhere there is internet access. Coding textbooks are updated annually. All other textbooks are updated as new editions are published. Program is aligned with Department of DHHS Official Guidelines for Coding and Reporting; plus AHDI transcription guidelines.

	Close alignment of three one-year certificates gives students an option of obtaining three certificates in two years.
3.26 What are the identified or potential weaknesses of the program?	All courses within the program are being taught by adjunct instructors. Enrollment and completion numbers for this program remain low. There are no industry-recognized credentials for this program.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	The college is continuing to work on strategies to increase enrollment and completion numbers for the program.

List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.

Performance and Equity

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. Each year may represent a cohort.

CTE Program	Medical Office Assistant (MRS 2102)				
CIP Code	510716				
	2017	2018	2019	2020	2021
Number of Students Enrolled	Not available	13	15	18	13
Number of Completers	3	4	3	2	1

Other (Please identify)					

What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	In addition to program enrollment and completion rate, MRS 2102 enrollment was subdivided by gender, age, ethnicity, and county in order to know how to target recruiting efforts. That data was then cross referenced with the same demographic information for the entire college.
How does the data support the program goals? Elaborate.	Although this program meets the goals of preparing students to enter the workforce as a Medical Office Assistant, enrollment and completion rates continue to be an issue. This program is being monitored during FY22 for potential withdrawal.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	The Medical Office Assistant program has a very low completion rate with notable retention gaps. We are currently working on strategies to increase completion rates and close the noted retention gaps.
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	All initiatives must be tied to the college's Strategic Plan, which relies on data metrics and bridging any identifiable gaps. Strategic Plan Key Performance Indicators: ● Area-1: Community Need, Measure A) Workforce Development, Indicator - Adequacy of graduate output by labor market data ● Area-1: Community Need, Measure B) Economic Development, Indicator - poverty rate impact ● Area-2: Student Interest, Measure E) Accessible Programs/Services, Indicator - Number of accommodation services available ● Area-2: Student Interest, Measure E) Affordable

	Programs/Services, Indicator - Percentage of students that receive financial support The largest data gap comes in terms of not tracking demographic data such as financial need and transfer rates for program enrollment. The college is currently working to create a process for collecting this data, which should make data collection in the future easier and more readily available.
Are the students served in this program representative of the total student population? Please explain.	According to the disaggregated data that was available, there are a higher proportion of females enrolled in this program over the past five years as compared to the college.
Are the students served in this program representative of the district population? Please explain.	Students served in this program are representative of the district population. Students are from a wide geographical range within the college's district.
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 Department Chair is working with the Institutional Research Office on a report that will recommend the direction for the Health Information Technology programs which includes the Medical Office Assistant program.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	If the program does not show improvement and major change in enrollment and completion rates, the program will be recommended for withdrawal.

Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Program objectives are being met. No action needed.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	All initiatives must be tied to the college's Strategic Plan, which relies on data metrics and bridging any identifiable gaps. The college is currently working to create processes for collecting this data, which should make data collection in the future easier and more readily available.
Resources Needed	Report recommending the direction for the Health Information Technology programs.
Responsibility Who is responsible for completing or implementing the modifications?	Amanda Hannan - Dean of Allied Health and Nursing Kayla Sauerbrunn - Allied Health Department Chair Dr. April Teske - Executive Director of Institutional Effectiveness

Career & Technical Education

College Name:	Shawnee Community College
Academic Years Reviewed:	2017-2021

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
Massage Therapy (MTP 2141)	Certificate	33	513501	None

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.	As a result of low enrolment and inability to find instructors, this program was placed on Inactive Status effective 08/01/2021.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Not Applicable

<table>
<tr><td colspan="2" align="center">Academic Disciplines</td></tr>
<tr><td align="right">College Name:</td><td>Shawnee Community College</td></tr>
<tr><td align="right">Academic Years Reviewed:</td><td>2017-2021</td></tr>
<tr><td align="right">Discipline Area:</td><td>Communications</td></tr>
<tr><td colspan="2" align="center">Review Summary
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.</td></tr>
<tr><td>Program Objectives
What are the objectives of the discipline?</td><td>The objectives of the discipline are to prepare students with the ability to communicate ideas, perspectives, and values while demonstrating a mastery of Standard English in written, oral and visual formats, while preparing them for a bachelor's program at a four-year college or university, or as a part of a vocational program.</td></tr>
<tr><td>To what extent are these objectives being achieved? How do you know the extent to which they are being achieved?</td><td>The objectives of this discipline are being met as evidenced by the success rates of course reviewed. All courses had a success rate of 75% or above across all years reviewed.</td></tr>
<tr><td>How does this discipline contribute to other fields and the mission of the college, including addressing the college's vision for equitable access for students?</td><td>The current course offerings serve as options to meet the Communications requirements for the AA and AS degrees, as well as for the General Education Core Certificate offered by Shawnee Community College. Equitable access is provided via a variety of course delivery formats and corequisite courses.</td></tr>
<tr><td>Prior Review Update
Describe any quality improvements or modifications made since the last review period.</td><td>A corequisite course for English 111 was implemented in the English department to help those students requiring remediation to shorten the time to completion of a program, or graduation. As a part of this corequisite, reading and writing cut scores were reviewed to ensure appropriate placement.

In addition, Technical Communication I and II were added to the schedule in FY2020 as an alternative to English Composition for those students enrolled in vocational programs. This course was redesigned to specifically focus on industry-specific technical writing.</td></tr>
<tr><td colspan="2" align="center">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. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</td></tr>
</table>

Indicator 1: Need	Response
1.1 What mechanisms are in place to determine needs/changes for AA, AS, AFA, and AES academic programs? How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	The discipline assesses student learning at the course level regularly through the use of Weave. Weave is a cloud-based assessment program. Any program needs or changes are presented by faculty at division meetings. New course and/or course change documents are prepared by faculty and submitted to the Curriculum and Instruction committee. Faculty present their proposals at C&I meetings and answer any questions from the committee. Upon approval the C&I committee chair forwards the course information to the appropriate department.
1.2 How will students be informed or recruited for this discipline?	Students are recruited through SCC community events, newspaper and print materials, radio and TV ads, social media, and the Shawnee Experience recruitment day.
1.3 What, if any, new Academic Transfer degrees/major options have been added/deleted to the college's offerings during the last review period? What determined this action?	As new courses are added, SCC attempts to articulate those courses with regional colleges and universities to ensure transferability. No new Academic Transfer degrees/major options have been added/deleted during this review period. As part of Guided Pathways, the college will develop meta-majors from the AA and AS degrees and have them implemented by the time of the next review.
1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?	The following courses are offered each academic semester: ENG 111 (English Composition I); ENG 112 (English Composition II); ENG 124 (Technical Communication I); ENG 221 (Technical Writing II); SPC 111 (Speech); SPC 210 (Interpersonal Communication) Each semester there are multiple sections of ENG 111, 112, and SPC 111 offered. English Composition 1 – ENG 111 shows the largest enrollment with 2101 students having taken the course over the review period.
Indicator 2: Cost Effectiveness	**Response**

2.1 What are the costs associated with this discipline? (How does the operational cost of this discipline compare to that of other baccalaureate/transfer disciplines and all programs offered by the college overall? What are the primary costs associated with this discipline? How many full- and part-time faculty are maintained for this discipline?)	Costs associated with this discipline consist of full-time and adjunct instructor's salaries and benefits, instructional supplies, and professional development. There are three full-time, tenured English instructors and one full-time tenured Speech instructor. Adjunct instructors teach English and Speech courses, as well.
2.2 What steps can be taken to offer curricula more cost-effectively?	The college offers the curricula reviewed in many different modalities to accommodate students who may struggle financially. In an attempt to run course sections in a more cost-effective way, college leadership and faculty are working together on an academic schedule with fewer sections and also meets students' needs.
2.3 Is there a need for additional resources?	Not at this time.
Indicator 3: Quality	**Response**
3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible scheduling, accelerated, team teaching, etc.)?	Communications courses are taught face-to-face, online, via interactive video, synchronously, asynchronously, and in 16, 14, 8-week formats. English Composition I and II have been offered as 1-week intersession courses as well.
3.2 If the college delivers a course in more than one method, does the college compare success rates of each delivery method? If so, how? How does the college provide supports to students to ensure that they have equitable access to these different course delivery methods?	Success rates across delivery modalities have not been analyzed; however, the college's new Strategic Plan will examine success and completion rates of students in all delivery modes.
3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?	Tenured faculty are assessed every three years by the Vice-President of Academic Affairs. Non-tenured faculty and adjunct faculty are assessed yearly.
3.4 What professional development is offered for full- and/or part-time faculty in this discipline? Is all professional development offered to both full time and adjunct faculty?	Full-time and part-time faculty are encouraged to take part in professional development opportunities offered through the college which include topics such as active learning strategies, instructional technology use in the classroom, online pedagogy, and student engagement, improving synchronous and asynchronous learning environments. Faculty are also encouraged to attend trade conferences.

3.5 How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period?	No Communications faculty members have served on an IAI panel over the last review period.
3.6 How does the discipline identify and support "at-risk" students? What supports are available to these students and how are students made aware of these supports?	At-risk students are identified by faculty. Faculty submit referrals using the college's Retention Alert service which is monitored by advisors. Additionally, tutors are provided to students through the TRiO Student Support Services program and the Student Success Center. Both professional tutors and peer tutors are available, as well as individual and group tutoring services and e-tutoring.
3.7 To what extent is the discipline integrated with other instructional programs and services?	The Communications program is an integral part of the AA and AS degrees, as well as the General Education Core Certificate and many of our CTE programs.
3.8 What does the discipline or department review when developing or modifying curriculum?	The discipline reviews course evaluations, industry need, retention data, and student success data.
3.9 When a course has low retention and/or success rates, what is the process to address these issues? Are data reviewed to determine if one student population is disproportionately affecting course success rates? If so, how does the college address these disparities?	Faculty consistently review retention and success rates and adjust their curriculum to address these issues. These adjustments include revising assignments, making referrals to tutoring, and library resource sessions for students.
3.10 How does the college determine student success in this discipline?	Student success will be measured by Key Performance indicators found in the college's Strategic Plan and reviewed annually in the form of Board Monitoring Reports.
3.11 Did the review of quality result in any actions or modifications? Please explain.	No actions or modifications to the Communications program are needed at this time. Success rates demonstrate that the objectives of each of the courses reviewed are being met. Faculty and students will be encouraged to utilize the resources available to continue to meet these objectives.
List any barriers encountered while implementing the discipline.	

No barriers to implementing the discipline.

Performance and Equity

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

Academic Discipline Area	Communications Courses Reviewed: ENG 111, ENG 112, ENG 124, ENG 221, SPC 111, SPC 210 *(Data for each course is reported on individual templates included with this review.)*				
Course Title					
Course Description					
	FY17	FY18	FY19	FY20	FY21
Number of Students Enrolled					
Credit Hours Produced					
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students					
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.					
What disaggregated data was reviewed?					

Were there identifiable gaps in the data? Please explain.	

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.	
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	
Resources Needed	
Responsibility Who is responsible for completing or implementing the modifications?	

Performance and Equity

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

Academic Discipline Area	Communications				
Course Title	English Composition I				
Course Description	This course places emphasis on teaching basic writing skills and critical thinking. Emphasis is placed on invention, prewriting, shaping and organizing, writing, revising, and editing written communication. This course is taught employing a process approach to writing and its basic aim is to make the student writer aware of his or her own writing process and to recognize the "tools" that may be used to create strong written communication.				
	FY17	FY18	FY19	FY20	FY21
Number of Students Enrolled	384	360	364	333	381
Credit Hours Produced	1152	1080	1092	999	1143
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	80%	84%	84%	79%	76%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	C1900	C1900	C1900	C1900	C1900
How does the data support the course goals? Elaborate.	Data shows strong success rates. There was a slight dip in FY 20 and 21 possibly due in part to the Covid 19 pandemic.				
What disaggregated data was reviewed?	Age, gender, and ethnicity.				
Were there identifiable gaps in the data? Please explain.	Students under the age of 18 showed the strongest success rates followed by 18-20-year-old students. White students showed stronger success rates compared to most other ethnicities. No significant gaps were identified between genders.				

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.	At the fall college convocation, faculty will be encouraged to utilize the college's Retention Alert system to identify struggling students early in the semester. In addition, eligible students will be referred to the Student Support Services program. Students will

	be encouraged to utilize the college's professional tutoring services.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The college employs several strategies to address equity gaps including the Retention Alert system utilized by faculty to contact academic advisors, the TRiO Student Support Services program, and professional, peer, and e-tutoring services available through the Student Success Center.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	English Composition I is meeting the program objectives showing an 80% overall success rate over the program review period. No program modifications needed at this time.
Resources Needed	N/A
Responsibility Who is responsible for completing or implementing the modifications?	N/A

Performance and Equity

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

Academic Discipline Area	Communications Courses Reviewed: ENG 111, ENG 112, ENG 124, ENG 221, SPC 111, SPC 210				
Course Title	English Composition II				
Course Description	This course places emphasis on research writing skills and critical thinking. Emphasis is placed on creating logical arguments supported with adequate research. Furthermore, it continues expanding upon the writing process skills learned in ENG 111. Students learn proper documentation and citation of resources and references and explore various types of argumentative organization.				
	FY17	FY18	FY19	FY20	FY21
Number of Students Enrolled	310	307	340	278	314
Credit Hours Produced	930	921	1020	834	942
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	83%	84%	81%	77%	80%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	C1901R	C1901R	C1901R	C1901R	C1901R
How does the data support the course goals? Elaborate.	Data shows strong success rates. There was a slight dip in FY 20 and 21 possibly due in part to the Covid 19 pandemic.				
What disaggregated data was reviewed?	Age, gender, and ethnicity.				
Were there identifiable gaps in the data? Please explain.	Students under the age of 18 showed the strongest success rates followed by 18-20-year-old students. White students showed stronger success rates compared to most other ethnicities. No significant gaps were identified between genders.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline	At the fall college convocation, faculty will be encouraged to utilize the college's Retention Alert system to identify struggling students early in the semester. In addition, eligible students will be referred to the Student Support Services program. Students will

and/or anticipated dates.	be encouraged to utilize the college's professional tutoring services.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The college employs several strategies to address equity gaps including the Retention Alert system utilized by faculty to contact academic advisors, the TRiO Student Support Services program, and professional, peer, and e-tutoring services available through the Student Success Center.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	English Composition II is meeting the program objectives showing an 81% overall success rate over the program review period. No program modifications needed at this time.
Resources Needed	N/A
Responsibility Who is responsible for completing or implementing the modifications?	NA

Performance and Equity

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

Academic Discipline Area	Communications
Course Title	Technical Communication I
Course Description	This English course is designed as a basic or fundamental course and will be used as an option to ENG 111 for vocational, technical, and occupational students. This course is designed to introduce and give the students experience in using the writing skills necessary for employment in today's workplace. Emphasis is placed upon the reader, purpose, focus, organization, clarity, conciseness, grammar and usage, and punctuation. Students will learn to summarize material, write instructions, describe procedures, write memorandums and letters using inductive and deductive reasoning, and organize writing through classification.

	FY17	FY18	FY19	FY20	FY21
Number of Students Enrolled	N/A	N/A	N/A	2	4
Credit Hours Produced				6	12
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students				100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)				N/A	N/A

How does the data support the course goals? Elaborate.	Data shows strong success rates with 100% of enrolled students having a success rate of C or better.
What disaggregated data was reviewed?	Sample size too small to draw conclusions from disaggregated data.
Were there identifiable gaps in the data? Please explain.	N/A

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.	At the fall college convocation, faculty will be encouraged to utilize the college's Retention Alert system to identify struggling students early in the semester. In addition, eligible students will be referred to the Student Support Services program. Students will be encouraged to utilize the college's professional

	tutoring services.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The college employs several strategies to address equity gaps including the Retention Alert system utilized by faculty to contact academic advisors, the TRiO Student Support Services program, and professional, peer, and e-tutoring services available through the Student Success Center.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Technical Communication I is meeting the program objectives showing a 100% overall success rate over the program review period. No program modifications needed at this time.
Resources Needed	N/A
Responsibility Who is responsible for completing or implementing the modifications?	N/A

Performance and Equity

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

Academic Discipline Area	Communications
Course Title	Technical Communication II
Course Description	This advanced course is a continuation of ENG 124 and is designed to teach technical writing skills to vocational, occupational, and technical students. Class work will include analysis of the communication problems particular to technical writing. Students will study the techniques of writing memos, letters, proposals, and various types of reports, and making oral presentations in the workplace. Attention will be given to pre-writing, audience analysis, language, organization, development, and editing, and presenting (visually or orally) various types of technical materials.

	FY17	FY18	FY19	FY20	FY21
Number of Students Enrolled	N/A	N/A	N/A	2	4
Credit Hours Produced				6	12
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students				100%	75%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)				N/A	N/A

How does the data support the course goals? Elaborate.	Data shows strong success rates with 88% of enrolled students having a success rate of C or better.
What disaggregated data was reviewed?	Sample size too small to draw conclusions from disaggregated data.
Were there identifiable gaps in the data? Please explain.	N/A

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.	At the fall college convocation, faculty will be encouraged to utilize the college's RetentionAlert system to identify struggling students early in the semester. In addition, eligible students will be referred to the Student Support Services program. Students will be encouraged to utilize the college's professional

	tutoring services.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The college employs several strategies to address equity gaps including the Retention Alert system utilized by faculty to contact academic advisors, the TRiO Student Support Services program, and professional, peer, and e-tutoring services available through the Student Success Center.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Technical Communication I is meeting the program objectives showing an 88% overall success rate over the program review period. No program modifications needed at this time.
Resources Needed	N/A
Responsibility Who is responsible for completing or implementing the modifications?	N/A

Performance and Equity

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

Academic Discipline Area	Communications				
Course Title	Speech				
Course Description	This course is the study of the theory and practice in developing the skills needed for public speaking. Major attention is devoted to the basic principles of audience analysis, perception, listening, organization, delivery and evaluation of oral communication. Students will present demonstration, informative, persuasive, impromptu, and special occasion speeches.				
	FY17	FY18	FY19	FY20	FY21
Number of Students Enrolled	247	275	220	231	242
Credit Hours Produced	741	825	660	693	726
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	93%	91%	93%	84%	87%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	C2900	C2900	C2900	C2900	C2900
How does the data support the course goals? Elaborate.	Data shows strong success rates with 90% of enrolled students having a success rate of C or better.				
What disaggregated data was reviewed?	Age, gender, and ethnicity.				
Were there identifiable gaps in the data? Please explain.	Students ages 51-61 showed the strongest success rates followed by 26-30-year-old students. White students showed only slightly stronger success rates compared to African American students with success rates at 82% and 79% respectively. No significant gaps were identified between genders.				

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.	At the fall college convocation, faculty will be encouraged to utilize the college's Retention Alert system to identify struggling students early in the semester. In addition, eligible students will be referred to the Student Support Services program. Students will be encouraged to utilize the college's professional

	tutoring services.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The college employs several strategies to address equity gaps including the Retention Alert system utilized by faculty to contact academic advisors, the TRiO Student Support Services program, and professional, peer, and e-tutoring services available through the Student Success Center.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Interpersonal Communication is meeting the program objectives showing an 83% overall success rate over the program review period. No program modifications needed at this time.
Resources Needed	N/A
Responsibility Who is responsible for completing or implementing the modifications?	N/A

Performance and Equity

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

Academic Discipline Area	Communications
Course Title	Interpersonal Communication
Course Description	Interpersonal Communications is a study of human communication on a one-to-one basis. The concepts discussed include self-awareness, perception, listening, nonverbal communication, relationship development, self-disclosure, conflict resolution, crises, cultural ethics, and gender issues.

	FY17	FY18	FY19	FY20	FY21
Number of Students Enrolled	87	87	70	89	83
Credit Hours Produced	261	261	210	267	249
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	90%	80%	89%	84%	84%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	N/A	N/A	N/A	N/A	N/A

How does the data support the course goals? Elaborate.	Data shows strong success rates with 85% of enrolled students having a success rate of C or better.
What disaggregated data was reviewed?	Age, gender, and ethnicity.
Were there identifiable gaps in the data? Please explain.	Students under the age of 18 showed the strongest success rates followed by 31-40-year-old students. White students showed only slightly stronger success rates compared to African American students with success rates at 85% and 81% respectively. No significant gaps were identified between genders.

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.	At the fall college convocation, faculty will be encouraged to utilize the college's RetentionAlert system to identify struggling students early in the semester. In addition, eligible students will be referred to the Student Support Services program. Students will be encouraged to utilize the college's professional tutoring services.

Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The college employs several strategies to address equity gaps including the Retention Alert system utilized by faculty to contact academic advisors, the TRiO Student Support Services program, and professional, peer, and e-tutoring services available through the Student Success Center.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Interpersonal Communication is meeting the program objectives showing an 85% overall success rate over the program review period. No program modifications needed at this time.
Resources Needed	N/A
Responsibility Who is responsible for completing or implementing the modifications?	N/A

Student and Academic Support Services
Address all fields in the template with an equity lens. If needed, you may provide a link to support your submission. 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 these data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.

College Name:	Shawnee Community College
Academic Years Reviewed:	2017-2021
Review Area:	Admissions & Recruitment
Review Team Please identify the names and titles of staff and faculty who were major participants in the review of this program/service and their role or engagement in this process.	Dr. Lisa Price, Vice President of Student Affairs Dr. Cara Doerr, Director of Recruitment & Enrollment
Mission How does the program/service contribute to the mission of the college?	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. The Admissions and Recruitment area contributes to the mission of Shawnee Community College by promoting life-long learning and equal access to educational opportunities for all citizens.

Advancement of Equity How does the program/service help advance equity?	The area of Admissions and Recruitment at Shawnee Community College provides students access to credentialed career and academic pathways, advancing both horizontal and vertical equity among the communities we serve. • Adheres to an open-door admission policy • Provides advisement and counseling to insure proper placement of the student • Provides developmental courses to accommodate students who are academically underprepared • Designed an admissions program based on student demographics • Developed instructional centers conducive to student access • Offers online and interactive learning opportunities which enable students at a distance to meet their educational goals • Maintains low cost tuition • Advisement and counseling to all people regardless of age, gender, race, ethnicity, religion, sexual preference, or ability • Maintain and improve articulation with all district high schools and appropriate four-year colleges and universities

Service Objectives Please provide a brief overview of the program or service being evaluated. What are the overarching goals/ objectives of the program/service?	The area of Admissions and Recruitment at Shawnee Community College provides students access to credentialed career and academic pathways, advancing both horizontal and vertical equity among the communities we serve. The Admissions and Recruitment area is responsible for recruiting and admitting students to Shawnee Community College. Along with recruiting, Recruiters are also responsible for academic advising/registration. Staff include Recruiters/Academic Advisors, a Record's Clerk, Registrar, and Administrative Assistant. Overarching goals, strategies, and outcomes are directly tied to the Shawnee Community College Strategic Plan. **OBJECTIVE:** **Articulate baccalaureate and career/technical programs with regional universities; create seamless transfer opportunities for students.** Strategy (A): Implement the Saluki Step Ahead initiative Strategy (B): Articulate ADN program with regional Universities Strategy (C): Review, renew, and revise (as appropriate) current articulation agreements Strategy (D): Improve articulation agreement landing page **OBJECTIVE:** **Streamline student intake processes in ways that empower students to make informed program and course decisions.** Strategy: (C): Develop a [MANDATORY?] student orientation process to include a First Year Experience (FYE) initiative Strategy (D): Create a seamless and consistent advisement and registration experience for students,

	including dual credit students and students who prefer to engage the College online
	Strategy (E): Implement an online catalog and student handbook
	Strategy (F): Identify and reduce the time it takes to package financial aid awards letters, including online students, and inform student of financial aid options
	Strategy (G): Strengthen recruitment messaging focus on student success, academic quality, and value.
	Strategy (H): Develop a system for managing recruitment processes

To what extent are these objectives being achieved? Please detail how achievement of program/service objectives is being measured or assessed?	**OBJECTIVE:** **Articulate baccalaureate and career/technical programs with regional universities; create seamless transfer opportunities for students.** **Strategy (A):** Implement the Saluki Step Ahead initiative **Output/Outcome:** Streamlined pathway for students who wish to pursue a bachelor's degree in accounting, Business Administration, Criminal Justice, Health Care Management, and Radiologic Sciences. Target(s): Increase the number of students completing degrees by 5 for each program annually. Signed Intergovernmental Agreement detailing articulation process and course sequence. **Strategy (B):** Articulate ADN program with regional Universities **Output/Outcome**: Streamlined pathway for students who wish to pursue a BSN degree. Target(s): Signed Intergovernmental Agreement detailing articulation process and course sequence. **Strategy (C):** Review, renew, and revise (as appropriate) current articulation agreements **Output/Outcome**: Accurate transfer pathways and increased transfer options for students. Target(s): List of all active agreements identified by 12/21. Signed Intergovernmental Agreement detailing articulation process and course sequence. A written procedure to create, revise, and periodically review articulation agreements is approved by appropriate Shared Governance Committees. **Strategy (D):** Improve articulation agreement landing page **Output/Outcome**: Webpage that communicates all of the College's articulation agreements. Target(s): Increase page views by 100%. Articulation Landing Page that, at a minimum, defines articulation; explains how articulation agreements work; explains

the IAI transfer process and requirements; lists umbrella agreements; provides guidance for HS Counselors; and lists active agreements by specific majors. (Note: Agreements for AAS degrees should also link back to program specific landing page (i.e., an agreement for the Accounting AAS degree should appear on the Accounting landing page as well as the Articulation Agreement landing page)

OBJECTIVE:
Streamline student intake processes in ways that empower students to make informed program and course decisions.

Strategy (A): Develop digital career pathway blueprints (Program Planning Guides) for each program of study

Output/Outcome: All students (and potential students) will have access to Career Pathway Blueprints for each degree and certificate and use these blueprints to plan their educational program. Target(s): All CTE programs complete by the end of FY22; All transfer majors complete by end of FY23. Partner with 12 high schools to create & implement pathways. Increased utilization of web advising. Increased utilization of self-advising. Career pathway blueprints. Increased contact w/ students. Increased amount of career advising for students. Increased student satisfaction with advising. Decrease in the number of students who change majors. Decreased number of meetings required for students to complete the registration process. Consistency in practices at each Extension Center. Increased flexibility for students to register anywhere in the Service Area and be insured of receiving similar services. Decreased number of students who drop for financial issues.

Strategy (B): Evaluate placement exam cutoff scores and develop standards that reflect the knowledge and skills needed for individual (CTE & Transfer) program success

Output/Outcome: Cutoff scores that reflect the needs of the profession and enable students to be

	appropriately prepared for the rigor of the courses required in certificate or degree program that they are pursuing. Target(s): Complete evaluation and integrate with pathways documents by the end of FY23. Lower cost for students. Decrease time to completion. Career pathway blueprints. Revised policy on cutoff scores. Decrease in the number of students who change majors. Decreased number of meetings required for students to complete the registration process. Decreased number of students who drop for financial issues. **Strategy (C):** Develop a [MANDATORY?] student orientation process to include a First Year Experience (FYE) initiative **Output/Outcome**: Students, including dual credit students, will receive additional opportunities and access to information aimed at helping them resolve learning and support needs and complete their program of study. Target(s): Incorporate college experience course into all curriculum by FY23. Convocation mimicking graduation ceremony during orientation day/week. Increased utilization of web advising. Increased utilization of self-advising. Increased contact w/ students. Increased amount of career advising for students. Increased student satisfaction with advising. Decrease in the number of students who change majors **Strategy (D):** Create a seamless and consistent advisement and registration experience for students, including dual credit students and students who prefer to engage the College online **Output/Outcome**: Students will have increased access to courses necessary for degree and/or certificate completion. Target(s): Pilot new process in FY23; Implement full-scale in FY24. Enhanced web advising services. Online registration capability. Online catalog. Online financial aid advising. Increased contact w/ students. Increased amount of career advising for students. Increased student satisfaction with advising. Decrease in the number of students who change majors. Increased number of students registering for courses at multiple locations.

	Increased options for students when classes are cancelled due to low enrollment. Decreased number of meetings required for students to complete the registration process. Consistency in practices at each Extension Center. Increased flexibility for students to register anywhere in the service-area and be insured of receiving similar services. Decreased number of students who drop for financial issues.

Strategy (E): Implement an online catalog and student handbook

Output/Outcome: All students and community residents can easily access College information about programs, courses, and behavioral expectations. Target(s): HTML driven catalog and student handbook available by the end of FY23. Increased student satisfaction with advising. Decrease in the number of students who change majors. Decreased number of meetings required for students to complete the registration process. Consistency in practices at each Extension Center. Increased flexibility for students to register anywhere in the Service Area and be insured of receiving similar services.

Strategy (F): Identify and reduce the time it takes to package financial aid awards letters, including online students, and inform student of financial aid options

Output/Outcome: Increased use and accuracy of FA process in Colleague. Students will have increased understanding of available financial options and access to financial assistance enabling them to make more informed registration decisions. Target(s): 24-hour packaging time turnaround once all information is received and available online. FA Staff will receive training on Colleague. FA Staff and Advisors will receive training on the presentation of financial literacy. Increased contact w/ students. Increased student satisfaction with advising. Decrease in the number of students who change majors. Decreased number of meetings required for students to complete the registration process. Consistency in practices at each Extension Center.

	Increased flexibility for students to register anywhere in the Service Area and be insured of receiving similar services. Decreased number of students who drop for financial issues. Decreased amount of financial aid released to students who no longer attend.

OBJECTIVE:
Streamline student intake processes in ways that empower students to make informed program and course decisions.

Strategy (G): Strengthen recruitment messaging focus on student success, academic quality, and value

Output/Outcome: Community perception of program and service quality will increase. Target(s): Website traffic volume increase by 10%; Social Media Followers increase by 10%. Press Releases, Social Media Ads, Program Videos, Student Testimonial Videos, Employer Testimonial Videos, Community Impact Videos, Mainstream Media Coverage.

Strategy (H): Develop a system for managing recruitment processes

Output/Outcome: A Customer Relationship Management (CRM) tool that integrates with the College's ERP system (Colleague). Target(s): Recommend tool in FY22, Pilot new tool in FY23-FY24; Implement full-scale in FY25. Research & recommend CRM options for capabilities and cost by the end of FY22 |

Past Program Review Action What action was reported last time the program/service was reviewed? Were these actions completed? If not, what were the identified barriers to action?	• Online admissions process to facilitate student enrollment (Fall 2018). This has not been completed due to staffing barriers.

• Complete the conversion to Colleague (Fall 2018). This has not been completed due to staffing barriers.

• Implementation of Communications Management to better communicate with students and prospects. (Fall 2018) This has not been completed due to staffing barriers.

• Resuming regular recruitment meetings to enhance the collaboration between main campus and the centers. (Ongoing)

• Develop a comprehensive Enrollment Management Plan to include recruitment, retention, Integrated Marketing. (Ongoing)

• Develop a component within the comprehensive enrollment plan to recruit and retain nontraditional students. (Ongoing)

• Revision of advising practices. (Ongoing)

• Reconstruct the Early Alert System. (Ongoing) |
| **Indicator: Need** | |
| 1.1. Is this program or service statutorily required? If yes, is the college meeting the required elements? How does the college ensure it meets all required elements? | Yes. Shawnee Community College is working to ensure required elements of the admission and recruitment process is met through ongoing training and evaluations and by implementing continuous improvements to our policies and procedures. |

1.2 What is the *need* for this program/service and how does the institution determine *need*?	Proper student admissions and recruitment is critical to the success of Shawnee Community College and the communities we serve. Ensuring all students have a streamlined and seamless admissions onboarding experience that is tailored to their unique needs is essential for student success. Decreasing student enrollments and community feedback helped determine the need to implement innovative practices and discontinue utilizing dated more conventional student recruitment and admissions practices.
1.3 If applicable, what is the student usage for this program/service?	100%
1.4 How does the student usage compare to assessed need of the program/service?	Student usage of the service and assessed need of the service is relatively equal as all students entering Shawnee Community College must complete an application for admission and submit admissions forms such as Proof of Residency, FERPA Proxy Authorization, etc.
Indicator: Cost	
2.1 What are the current expenditures of the department?	$159,339.55 (as of June 30, 2022 – FY22)
2.2 How is this program/service funded and what cost-effective strategies are in place to ensure sustainability?	The Admissions & Recruitment area is funded by state and local government appropriations. The annual budget is reviewed and approved by the Shawnee Community College Board of Trustees.
Indicator: Quality	

3.1 If applicable, how does the college program/service measure against any quality benchmark and standards?	N/A
3.2 How does the college ensure that all staff are qualified and appropriate to overseeing or providing the program/service?	The Admissions and Recruitment area is developing on-going training opportunities for recruitment and admissions staff. Expanding staff memberships in Professional Associations such as AACRAO and NASFAA. Holding monthly all advisor and recruiter meetings to discuss successes, areas for improvement, identify road blocks and obstacles, troubleshoot, and update everyone on important dates and deadlines.
3.3 What, if any, innovations have been implemented within this program/service that other colleges may want to learn about? How have these innovations had an impact on student success?	Working to implement Guided Pathways. It is too early to report on the impact on student success; however, research suggests that Guided Pathways improve student success rates, help close equity gaps, and aid in countering declining community college enrollments.
3.4 What are the strengths of this program or service?	By providing entering students better information and career and transfer advising we will be able to connect them to faculty and peers in their desired program sooner.

3.5 What are the challenges or weaknesses of the program/service?	The challenges or weaknesses of the Admissions and Recruitment area is not enough staffing/recruiters and lack of funding. Another challenge is the review of multiple measures and ensuring college personnel and high school Guidance Counselors are comfortable with using multiple measures. Setting up a system to monitor outcomes based on multiple measures is another challenge for the program.
3.6 What tools were utilized to determine program/service strengths and challenges? i.e., student surveys, focus groups, interviews, co-curricular assessment, etc.	The Admissions & Recruitment areas used input from advisors, faculty, and students and participation and feedback from several college-wide committees (Recruitment & Enrollment Team, Student Services Team, Student Affairs Council, Executive Council, and Student Affairs Leadership Team).
3.7 What, if any, continuous improvement processes are in place and utilized to evaluate data and implement solutions? .	We are holding monthly all advisor meetings and developing on-going training sessions to discuss successes, areas for improvement, identify road blocks and obstacles, troubleshoot, and update everyone on important dates and deadlines. We are expanding staff memberships in professional associations such as AACRAO and NASFAA.
3.8 What disaggregated data was collected, measured, and evaluated to assess program/service effectiveness?	Student recruitment data and institutional enrollment reports were used to evaluate the effectiveness of the recruitment and admissions area. Input from advisors, faculty, and students and participation and feedback from several college-wide committees (Recruitment & Enrollment Team, Student Services Team, Student Affairs Council, Executive Council, and Student Affairs Leadership Team) was also used.

3.9 Were there any identifiable equity gaps in the data? Please explain.	Yes, 75% of SCC students are white. Students of color are underrepresented: 5% Latino/Latina, 14% Black/African American, 3% Other, and 1% Asian. (IPEDS)
3.10 How is the college seeking opportunities to close the gap and provide equitable access to programs and services?	Organizing programs into meta-majors and created default program maps for students. Working to ensure new students receive career and transfer information and advising early in the new student onboarding process. Using multiple measures to place students in appropriate developmental or college-level courses and programs and providing remediation when possible. Working to offer high-quality wraparound advising and support services to students.
3.11 How does the program or service address inequities in instructional programs, if appropriate?	N/A

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.	Through the program review process, we discovered that we had "holes" in our admission procedures potentially resulting in students falling through the cracks and missed opportunities. We are working hard to close those holes to ensure all potential students receive timely accurate information. Closing these gaps will help increase enrollment.
To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	An ad hoc student affairs and finance committee is reviewing the financial aid order of billing as well as tuition waiver and scholarship policies and procedures in order to identify opportunities for awarding institutional equity aid to students. Additionally we are updating recruitment materials and the website to ensure accuracy and transparency with regard to admissions and financial aid

	requirements.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	In our review process, we determined that our recruitment materials and website listed outdated information and policies. We were inconsistent with our recruitment activities and communication. Financial Aid information was not easily accessible for students. In our review we determined there is an opportunity to redesign the way we award tuition waivers and scholarships to align with known best practices. By adjusting the order of billing, we can potentially reduce the amount of waived tuition to the college while increasing the amount of equity aid awarded to students at the same time. Increasing equity aid to student will help close the equity gap in our admission processes.
Resources Needed	Additional processing staff; additional recruiters/advisors
Responsibility Who is responsible for completing or implementing the modifications?	VP Student Affairs Director of Recruitment & Enrollment Registrar SCC Advisor/Recruiters Admissions & Registrar Support Staff

Student and Academic Support Services

Address all fields in the template with an equity lens. If needed, you may provide a link to support your submission. 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 these data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.

College Name:	Shawnee Community College
Academic Years Reviewed:	2017-2021
Review Area:	Records & Registration
Review Team Please identify the names and titles of staff and faculty who were major participants in the review of this program/service and their role or engagement in this process.	Dr. Lisa Price, Vice President of Student Affairs Dr. Cara Doerr, Director of Recruitment & Enrollment
Mission How does the program/service contribute to the mission of the college?	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. The Records and Registration area is responsible for overseeing the maintenance of student records as well as registration/academic advising for the college.

Advancement of Equity How does the program/service help advance equity?	Throughout history, systemic racial, gender, and socioeconomic inequities have persisted in higher education. The area of Records and Registration at Shawnee Community College provides students access to credentialed career and academic pathways, advancing both horizontal and vertical equity among the communities we serve. • Provides advisement and counseling to insure proper placement of the student • Advisement and counseling to all people regardless of age, gender, race, ethnicity, religion, sexual preference, or ability • Maintain and improve articulation with all district high schools and appropriate four-year colleges and universities • Degree mining to re-engage students who previously attended college in order to fast track completion via reverse transfer of credits

Service Objectives Please provide a brief overview of the program or service being evaluated. What are the overarching goals/ objectives of the program/service?	The area of Records and Registration at Shawnee Community College provides students access to credentialed career and academic pathways, advancing both horizontal and vertical equity among the communities we serve. The Records and Registration area is responsible for overseeing the maintenance of student records and registration/academic advising for the college. Staff include Academic Advisors, a Record's Clerk, and Registrar. Overarching goals, strategies, and outcomes are directly tied to the Shawnee Community College Strategic Plan. **OBJECTIVE:** **Streamline student intake processes in ways that empower students to make informed program and course decisions.** Strategy (A): Develop digital career pathway blueprints (Program Planning Guides) for each program of study. Strategy (B): Evaluate placement exam cutoff scores and develop standards that reflect the knowledge and skills needed for individual (CTE & Transfer) program success. Strategy D): Create a seamless and consistent advisement and registration experience for students, including dual credit students and students who prefer to engage the College online. Strategy (E): Implement an online catalog and student handbook. **OBJECTIVE:** **Articulate baccalaureate and career/technical programs with regional universities; create seamless transfer opportunities for students.** Strategy (A): Implement the Saluki Step Ahead initiative.

	Strategy (B): Articulate ADN program with regional Universities. Strategy (C): Review, renew, and revise (as appropriate) current articulation agreements. Strategy (D): Improve articulation agreement landing page.

To what extent are these objectives being achieved? Please detail how achievement of program/service objectives is being measured or assessed?	**OBJECTIVE:** **Streamline student intake processes in ways that empower students to make informed program and course decisions.** **Strategy (A):** Develop digital career pathway blueprints (Program Planning Guides) for each program of study. **Output/Outcome:** All students (and potential students) will have access to Career Pathway Blueprints for each degree and certificate and use these blueprints to plan their educational program. Target(s): All CTE programs complete by the end of FY22; All transfer majors complete by end of FY23. Partnering with our 12 high schools to create and implement pathways. Increasing utilization of web advising. Working to increase utilization of student self-registration. Increasing contact with students. Increasing amount of career advising for students. Working to increase student satisfaction with advising and decreasing the number of students who change majors. Decreased number of meetings required for students to complete the registration process. Providing ongoing training and professional development for staff. Offering consistent advising services following best practices at each Extension Center. Increased flexibility for students to register anywhere in the service area and providing students and community members with similar and consistent services.

Strategy (B): Evaluate placement exam cutoff scores and develop standards that reflect the knowledge and skills needed for individual (CTE & Transfer) program success.

Output/Outcome: Working to implement testing scores that reflect the needs of the profession and enable students to be appropriately prepared for the rigor of the courses required in certificate or degree program that they are pursuing.

Target(s): Complete evaluation and integrate with pathways documents by the end of FY23.

Strategy (D): Create a seamless and consistent advisement and registration experience for students, including dual credit students and students who prefer to engage the College online.

Output/Outcome: Students will have increased access to courses necessary for degree and/or certificate completion.

Target(s): Pilot new process in FY23; Implement full-scale in FY24.

Working to enhance web advising services and online registration capability.

Increasing contact with students and offering earlier career advising for students. Increased flexibility for students to register anywhere in the service-area and be insured of receiving similar services.

Strategy (E): Implement an online catalog and student handbook.

Output/Outcome: All students and community residents can easily access Shawnee Community College information about programs, courses, and behavioral expectations.
Target(s): HTML driven catalog and student

	handbook available by the end of FY23.
	OBJECTIVE: **Articulate baccalaureate and career/technical programs with regional universities; create seamless transfer opportunities for students.** **Strategy (A):** Implement the Saluki Step Ahead initiative. **Output/Outcome**: Streamlined pathways for students who wish to pursue a bachelor's degree in Accounting, Business Administration, Criminal Justice, Health Care Management, and Psychology. Target(s): Increase the number of students completing degrees by 5 for each program annually. Signed Intergovernmental Agreement detailing articulation process and course sequence. **Strategy (B):** Articulate ADN program with regional Universities. **Output/Outcome**: Streamlined pathway for students who wish to pursue a BSN degree. Target(s): Signed Intergovernmental Agreement detailing articulation process and course sequence. **Strategy (C):** Review, renew, and revise (as appropriate) current articulation agreements. **Output/Outcome**: Accurate transfer pathways and increased transfer options for students. Target(s): List of all active agreements identified by 12/21. Signed Intergovernmental Agreement detailing articulation process and course sequence. Working on a written procedure to create, revise, and periodically review articulation agreements is approved by appropriate Shared Governance Committees. **Strategy (D):** Improve articulation agreement landing page.

	Output/Outcome: Working to develop a webpage that communicates all of the College's articulation agreements. Target(s): Increase page views by 100%. Articulation Landing Page that, at a minimum, defines articulation; explains how articulation agreements work; explains the IAI transfer process and requirements; lists umbrella agreements; provides guidance for HS Counselors; and lists active agreements by specific majors. (Note: Agreements for AAS degrees should also link back to program specific landing page (i.e., an agreement for the Accounting AAS degree should appear on the Accounting landing page as well as the Articulation Agreement landing page)
Past Program Review Action What action was reported last time the program/service was reviewed? Were these actions completed? If not, what were the identified barriers to action?	Complete the conversion to Colleague (Fall 2018). Yearly catalog makes programs/advising timelier with fewer drastic changes. (Ongoing) Enhanced degree audit availability through student planning, which will also create a closer alignment between advisement and completion (graduation).
Indicator: Need	
1.1. Is this program or service statutorily required? If yes, is the college meeting the required elements? How does the college ensure it meets all required elements?	Yes. Shawnee Community College is working to ensure required elements of the records and registration process are met through ongoing training and evaluations and by implementing continuous improvements to our policies and procedures.

1.2 What is the *need* for this program/service and how does the institution determine *need*?	Proper student advising and records and registration management is critical to the success of Shawnee Community College and the communities we serve. Ensuring all students have a streamlined and seamless onboarding registration experience that is tailored to their unique needs is essential for student success. Decreasing student enrollments and community feedback helped determine the need to implement innovative practices and discontinue utilizing dated more conventional student advising and enrollment practices.
1.3 If applicable, what is the student usage for this program/service?	100%
1.4 How does the student usage compare to assessed need of the program/service?	Student usage of the service and assessed need of the service is relatively equal.
Indicator: Cost	
2.1 What are the current expenditures of the department?	$159,339.55 (as of June 30, 2022 - FY22)
2.2 How is this program/service funded and what cost-effective strategies are in place to ensure sustainability?	The Records & Registration areas are funded by state and local government appropriations. The annual budget is reviewed and approved by the Shawnee Community College Board of Trustees.
Indicator: Quality	
3.1 If applicable, how does the college program/service measure against any quality benchmark and standards?	

3.2 How does the college ensure that all staff are qualified and appropriate to overseeing or providing the program/service?	The Records and Registration area is developing monthly on-going training opportunities for advisors. Expanding staff memberships in Professional Associations such as AACRAO. Holding monthly all advisor meetings to discuss successes, areas for improvement, identify road blocks and obstacles, troubleshoot, and update everyone on important dates and deadlines.
3.3 What, if any, innovations have been implemented within this program/service that other colleges may want to learn about? How have these innovations had an impact on student success?	Working to implement Guided Pathways. It is too early to report on the impact on student success; however, research suggests that Guided Pathways improve student success rates, help close equity gaps, and aids in countering declining community college enrollments.
3.4 What are the strengths of this program or service?	By providing entering students better information and career and transfer advising we will be able to connect them to faculty and peers in their desired program sooner.
3.5 What are the challenges or weaknesses of the program/service?	Not having enough advisors or funding is a challenge/weakness for Records and Registration. Another challenge is the review of multiple measures and ensuring college personnel and high school Guidance Counselors are comfortable with using multiple measures. Setting up a system to monitor outcomes based on multiple measures is another challenge for the program.

3.6 What tools were utilized to determine program/service strengths and challenges? i.e., student surveys, focus groups, interviews, co-curricular assessment, etc.	The Records & Registration areas used input from advisors, faculty, and students and participation and feedback from several college-wide committees (Recruitment & Enrollment Team, Student Services Team, Student Affairs Council, Executive Council, and Student Affairs Leadership Team).
3.7 What, if any, continuous improvement processes are in place and utilized to evaluate data and implement solutions? .	We are holding monthly all advisor meetings and developing on-going training sessions to discuss successes, areas for improvement, identify road blocks and obstacles, troubleshoot, and update everyone on important dates and deadlines. We are expanding staff memberships in professional associations such as AACRAO.
3.8 What disaggregated data was collected, measured, and evaluated to assess program/service effectiveness?	Institutional advising and enrollment reports were used to evaluate the effectiveness of the records and registration area. Input from advisors, faculty, and students and participation and feedback from several college-wide committees (Recruitment & Enrollment Team, Student Services Team, Student Affairs Council, Executive Council, and Student Affairs Leadership Team) was also used.
3.9 Were there any identifiable equity gaps in the data? Please explain.	Yes, 89% of SCC students are white. Students of color are underrepresented: 4% Latino/Latina, 3% Black/African American, 3% Other, and 1% Asian.

3.10 How is the college seeking opportunities to close the gap and provide equitable access to programs and services?	Organizing programs into meta-majors and created default program maps for students. Working to ensure new students receive career and transfer information and advising early in the new student onboarding process. Using multiple measures to place students in appropriate developmental or college-level courses and programs and providing remediation when possible. Working to offer high-quality wraparound advising and support services to students.
3.11 How does the program or service address inequities in instructional programs, if appropriate?	The Records and Registration area addresses inequities in instructional programs through Shawnee Community College's shared governance committees and councils. Additionally, instructional program inequities are communicated to the Vice President of Academic Affairs.

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.	Through the program review process, we discovered that we had "holes" in our records and registration procedures resulting in students falling through the cracks and missed opportunities. We are working hard to close those holes to ensure all students receive timely, accurate guided pathway program advisement. By closing these gaps we anticipate increased enrollment, retention, and completion rates.
To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	A group of Student Affairs administrators, directors, and advisors, Academic Affairs administrators, deans, and faculty attended the CCRC Summer Institute and are implementing guided pathways at Shawnee Community College.
Rationale Provide a brief summary of the review findings and a rationale for any future	While Shawnee Community College uses program/curriculum maps to advise students as well as publishes program/curriculum maps on the website and in the college catalog. However, students enrolled in our

modifications.	Associate of Arts and Associate of Science programs do not have a detailed "pathway." In our review process, we determined that advisors have program and career pathway conversations with students and leave notes in the student file; however, they cannot build out a one-year pathways as prescribed because the course schedule is currently only planned one semester at a time. Academic Affairs is working to implement a one-year schedule and once implemented advisors can fully implement guided pathways.
Resources Needed	Additional processing/support staff, additional recruiters/advisors, professional development
Responsibility Who is responsible for completing or implementing the modifications?	VP Student Affairs VP Academic Affairs Dean of Transfer Director of Recruitment & Enrollment Director of Student Success Registrar Advisor/Recruiters

Career & Technical Education

College Name:	Shawnee Community College
Academic Years Reviewed:	FY16-FY20

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
Diesel Technology	**Certificate**	**29**	**470605**	

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 Diesel Technology certificate is designed to prepare the student for an entry level career in diesel repair and maintenance. The curriculum is offered in an authentic shop environment where students will address real diesel failure. The student will be expected to repair and test all engines which come into the shop.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	The program was never offered.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	The program was approved 3/28/2016, so this is the first review.
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	None
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	None

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.

Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	None
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	Not applicable.

Indicator 1: Need	Response
1.1 What is the labor market demand for the program?	A feasibility study is being conducted in Fall 2022 to determine the need and demand for the program based on labor market information.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The feasibility study will examine how the demand for the program has increased or decreased over the past five years.
1.3 What labor market information sources are utilized?	ICCB 2021 Economic Impacts and Student Employment Outcomes Report, Illinois Department of Labor Statistics, LIWA 25 and 26 Occupations Projections for the Shawnee District, and labor market information from western Kentucky and southeast Missouri.
1.4 How does the institution/ program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	The feasibility study will determine if there is sufficient interest in enrollment in order to fill labor market need.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Once the feasibility study is complete, the college will use its shared governance process to review the recommendation.
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	At the time of the review for FY21, there was nothing to report on the program. The college's new Strategic Plan called for a feasibility study of the Diesel Technology program to determine to fund the continuation or withdraw the program.

Indicator 2: Cost Effectiveness	Response
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)?	The program was never offered so there was never a cost-analysis conducted. It is the hope that the feasibility study will determine if it is in the institution's best financial interest to offer the program.
2.2 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.	It is the hope that the feasibility study will consider all funding sources available for program development and sustainability.
2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	Not applicable at this time.
2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?	Students are responsible for tuition and fees, books, and tools. Students can utilize Perkins funding for assistance with textbook and tool rental, and transportation in the form of a bus pass, if needed.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	At the time of the review for FY21, there was nothing to report on the program. The college's new Strategic Plan called for a feasibility study of the Diesel Technology program to determine to fund the continuation or withdraw the program.
Indicator 3: Quality	**Response**
3.1 What are the program's strengths?	Program strengths cannot be determined at this time, but we hope to provide students with a program that is clearly lacking in our region.
3.2 What are the identified or potential weaknesses of the program?	The program was created in 2016, but the college did not have a qualified faculty member to teach it, so it was never able to be offered to students.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?	The program, if offered, will be delivered in a traditional format. Course modality vs. success rate is a performance indicator measured in the college's Strategic Plan. Data is readily available to faculty and administrators in the form of a data dashboard developed by the Office of Institutional Effectiveness.

3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB[1]? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.	Not at this time.
3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.	This program would be a part of the Facility and Mobile Equipment Maintenance Pathway, under the Transportation, Distribution, and Logistics Career Cluster.
3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	None at this time.
3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Not at this time.
3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	There is currently an Agriculture Internship opportunity built into the program.

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[1] Program of study: a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

3.9 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).	If the college offers this program, the instructor will need to be an ASE Certified Diesel Mechanic.
3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	If the program is offered, the faculty member will design the curriculum so that industry-recognized credentials are taught throughout the program.
3.11 Is this an apprenticeship program? If so, please elaborate.	This program is not an apprenticeship program.
3.12 If applicable, please list the licensure examination pass rate.	Not applicable.
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	None at this time.
3.14 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.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?	There are no faculty for this program.
3.16 What is the status of the current technology and equipment used for this program?	The automotive lab has no diesel equipment to work on.
3.17 What assessment methods are used to ensure student success?	The program was never taught.
3.18 How are these results shared with others at the institution for continuous improvement?	The program was never taught.
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	None. The program was never taught.

3.20 How satisfied are students with their preparation for employment?	There were never any students enrolled in this program.
3.21 How is student satisfaction information collected?	There were no students enrolled in the program.
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers will be asked to become active participants on the program's Advisory Council that meets twice per year.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	An Advisory Council was never established for this program but would provide input on program curricula and employability skills of students.
3.24 How satisfied are employers in the preparation of the program's graduates?	Not applicable.
3.25 How is employer satisfaction information collected?	Not applicable.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	This program will need to be funded or eliminated.

LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.

The college created the program but could not hire a faculty member qualified to teach diesel.

Performance and Equity

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	Diesel Technology				
CIP Code	470605				
	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.	Not applicable.
What disaggregated data was reviewed?	None. There was no enrollment.
Were there gaps in the data? Please explain.	None. There was no enrollment.
What is the college doing to overcome any identifiable gaps?	There was no enrollment.
Are the students served in this program representative of the total student population? Please explain.	No. There was no enrollment.
Are the students served in this program representative of the district population? Please explain.	No. There was no enrollment.

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.	One of the goals of the college's new Strategic Plan is to conduct a feasibility study for Diesel Technology. Once the feasibility study is conducted, the college will either decide to fully find the Diesel Technology program, or discontinue it.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Conduct a feasibility study in Fall 2022 to determine the outcome of the Diesel Technology program.
Resources Needed	If the program is offered, the college will need to hire a full-time ASE Certified Diesel Mechanic, as well as ensure the Diesel Technology lab has proper tools and equipment to provide students with a high-quality educational experience.
Responsibility Who is responsible for completing or implementing the modifications?	The VPAA, Dean for CTE, BOT Department Chair, and Diesel Technology Faculty.