

<b>Program Review Cover Page</b>	
College	Shawnee Community College
District Number	53101
Contact Person (name, title, contact information)	Gabriele Farner Dean of Academic Affairs and Student Learning <a href="mailto:gabrielef@shawneecc.edu">gabrielef@shawneecc.edu</a> Phone: 618-634-3240 Fax: 618-634-3314
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<b>Career &amp; Technical Education</b>				
College Name:		Shawnee Community College 53101		
Fiscal Year in Review:		FY2012 – FY2016		
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
<b>COM 2121 Computer Info Systems Generalist</b>	<b>20</b>	<b>34</b>	<b>110401</b>	<b>Not applicable</b>

<b>Review Results</b>	
<b>Action</b>	<input type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input checked="" type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	As a result of continuous quality improvement processes, advisory meetings, and market demand, this program was placed on Inactive Status effective 08/01/2017.
<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Not Applicable

<b>Career &amp; Technical Education</b>				
College Name:		Shawnee Community College 53101		
Fiscal Year in Review:		FY2012 – FY2016		
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
<b>COM 2181 Helpdesk/PC Technician Networking</b>	<b>03</b>	<b>61</b>	<b>110901</b>	<b>Not applicable</b>

<b>Review Results</b>	
<b>Action</b>	<input type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input checked="" type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	As a result of continuous quality improvement processes, advisory meetings, and market demand, this program was placed on Inactive Status effective 08/01/2017. Applicable courses of this program were merged into an update COM 2221 Associate of Applied Science – Computer System and Security Specialist.
<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Not Applicable

<b>Career &amp; Technical Education</b>				
College Name:		Shawnee Community College 53101		
Fiscal Year in Review:		FY2012 – FY2016		
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
<b>COM 2221 Computer Systems &amp; Security Specialist</b>	<b>03</b>	<b>63</b>	<b>110103</b>	<b>Not applicable</b>
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.				
<b>Program Objectives</b> What are the overarching objectives/goals of the program?		The Computer Systems & Security Specialist Associate of Applied Science (63-hour) program prepares students for careers in the Business, Marketing & Computer Education pathway into Information Technology: Information Support and Services.  Due to combination of Computer Information System General Specialist and Cyber Security, a new program objective has been created. The Computer Systems & Security Specialist program will prepare students for direct entry into the workforce and/or for articulation into a 4-year program.		
To what extent are these objectives being achieved?		Course sequence and additional suggestions from the attendees at the 2017 Advisory Council have been applied to the curriculum guide. The Fall 2017 semester will be the first semester of implementation.		
<b>Past Program Review Action</b> What action was reported last time the program was reviewed?		Continue with minor improvement		
<b>CTE Program Review Analysis</b>				
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.				

List all pre-requisites for this program (courses, placement scores, etc.).	Students must meet college level English competencies. This can be met by Accuplacer placement scores that test into ENG 111 – English Composition I or documented completion on ENG 047 and ENG 048 – developmental reading and writing.
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).	See attached – Appendix
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	In order for the students to be sufficiently prepared for employment, each of the core courses are required. The additional general education courses are per the ICCB requirement.
<b>Indicator 1: Need</b>	<b>Response</b>
1.1 How strong is the occupational demand for the program?	Demand on the federal level is strong in the program area. United States Bureau of Labor Statistics (BLS) projects a 20.90% growth pattern from 2014-2014, which is reported as being much faster than the 7% average occupation.  State of Illinois Occupational Employment Projections (2012-2022) indicates a 24.50% increase which is about average with border states of Kentucky (25.10% increase) and Missouri (22.100% increase).
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand has increased over the last five years and has a much higher growth projection than the average occupation. The federal and state average are both over a 20% growth rate.
1.3 What is the district and/or regional need?	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 8.22% increase and LWA 25 is much higher at a 18.38% increase.
1.4 How will students be recruited for this program?	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 Where will students be recruited from?	Students are recruited within the counties making up the Shawnee Community College district – Alexander, Johnson, Massac, Pulaski, and Union.
1.6 Did the review of program need result in actions or modifications? Please explain.	Yes. The discussion and needs expressed from area business owners led to the combination/revision of two programs with the expectation of streamlining profession-specific courses to meet immediate and long-term needs.

<b>Indicator 2: Cost Effectiveness</b>	<b>Response</b>
2.1 What are the costs associated with this program?	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 our current system. Going forward, each program will have a cost center as we transition to a new reporting system. As a result of all the overlap, three programs have been withdrawn resulting in loss of two full-time faculty members over the past five year. Cost associated with this program are salaries, benefits, supplies, copiers, and certifications.
2.2 How does the cost compare to other programs on campus?	The average five-year direct cost per student is \$542.23. The cost of operating this program in comparison to other programs does not make it cost effective at this time. As a result of the cost review, two full-time faculty positions were eliminated and computer programs have been eliminated and merged.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	This program of study is fully institutionally funded.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	Not applicable to this program of study.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	The Business, Occupational and Technical (BOT) Department has withdrawn three computer programs over the past five years and resulted in the loss of two full-time faculty members. The BOT department has narrowed program focus to in demand occupations.
<b>Indicator 3: Quality</b>	<b>Response</b>
3.1 What are the program's strengths?	The three current full-time instructors have varied specialties that bring necessary strengths to the content delivery of all courses. The curriculum guide reflects the current industry trends to meet the needs of local employers as well as the potential future professional intention of students. Students will become qualified to sit for multiple certification tests before the degree is completed.
3.2 What are the identified or potential weaknesses of the program?	Insufficient enrollment in the program to meet the employment needs of the local businesses.

3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Traditional face-to-face lecture, online, hybrid, and distance learning.
3.4 How does this program fit into a career pathway?	<p>The Computer Systems &amp; Security Specialist Associate of Applied Science (63-hour) program prepares students for careers in the Business, Marketing &amp; Computer Education pathway into Information Technology: Information Support and Services.</p> <p>The program prepares students for immediate entry into the workforce and articulates to a 4-year institution.</p>
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	The majority of the courses are offered in the online format. Some are offered in a hybrid format. The program has been identified as a Capstone program with SIUC.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	<p>COM 111 – Goreville and Vienna</p> <p>ENG 111 – Dongola, Egyptian, Goreville, Joppa, Vienna</p> <p>PSY 211 – Century and Cairo</p>
3.7 What work-based learning opportunities are available and integrated into the curriculum?	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.
3.8 Is industry accreditation required for this program?	There is no industry accreditation required for this program of study.
3.9 Are industry-recognized credentials offered? If so, please list.	Yes, Security+ and A+ certifications are offered.
3.10 Is this an apprenticeship program? If so, please elaborate.	There is no apprenticeship offered for this program of study.
3.11 If applicable, please list the licensure examination pass rate.	Not applicable to this program of study.
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?	There have not been any new partnerships formed since the last review.

<p>3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.</p>	<p>1:14 – three full-time instructors</p>
<p>3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?</p>	<p>Frequent webinars are made known to all faculty to allow for participation. Full-time faculty meet with all adjunct for a minimum of two times per academic year to provide information and training.</p>
<p>3.16 What is the status of the current technology and equipment used for this program?</p>	<p>The program makes use of five computer labs on campus. At least one lab is upgraded per academic year with new hardware and software.</p>
<p>3.17 What assessment methods are used to ensure student success?</p>	<p>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</p>
<p>3.18 How satisfied are students with their preparation for employment?</p>	<p>Student and employer feedback indicates that they are satisfied.</p>
<p>3.19 How is student satisfaction information collected?</p>	<p>Interviews of previous students currently employed.</p>
<p>3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)</p>	<p>Many are involved in the Advisory Council meetings. The area employers are confident enough in their relationships with the instructors that they will call if they have recommendations/needs.</p>
<p>3.21 How often does the program advisory committee meet?</p>	<p>Currently every 3-5 years. We are starting a new advisory meeting process that will meet every year based on the career pathway. This new approach should provide more feedback and industry input for this program.</p>
<p>3.22 How satisfied are employers in the preparation of the program’s graduates?</p>	<p>They have indicated that they are highly satisfied with the preparation. However, they have indicated that there is a need for more students to be enrolled in the program for sustainability of the industry in the area.</p>
<p>3.23 How is employer satisfaction information collected?</p>	<p>The industry members of the Advisory Council freely voice whether their needs have been met with program graduates. Also, if a student participates in a paid internship, that employer completes bi-semester evaluations of the students.</p>

<p>3.24 Did the review of program quality result in any actions or modifications? Please explain.</p>	<p>Yes. The Computer Information System Generalist and Cyber Security programs were combined and streamlined per the industry demands, the recommendations of area employers, and the dean of the Computer Information Systems Department at SIUC.</p>
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List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.

A perceived lack of representation of the program to community members to see potential future employment opportunities.

**Data Analysis for CTE Program Review**

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

CTE Program	<b>COM 2221 Computer Systems &amp; Security Specialist (Associate of Applied Science)</b>				
CIP Code	<b>1101-03</b>				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	41	89	29	19	17
Completion Rate	7%	3%	14%	10.5%	11.7%
Other (Please identify)					
How does the data support the program goals? Elaborate.	This data is represented 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 computer programs have been streamlined by the closure and merging on two other programs in this program.				
What disaggregated data was reviewed?	In addition to program enrollment and completion rate, COM 2221 enrollment was subdivided by gender and ethnicity. That data was then cross referenced with the same demographic information for the entire college. Completer data for COM 2221 was also subdivided into the same demographic variables and also cross referenced to college completer data.				

Were there gaps in demographic data? 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. The college is currently upgrading to a new Enterprise Resource Planning (ERP) system, which should make data collection easier and much more readily available.
What is the college doing to overcome any aforementioned equity gaps?	At this time the college is taking steps to review all data for all programs including the gaps mentioned above. Moving forward with our new ERP system that went live in fall 2017, we will begin to collect more demographic data and will continue to improve data collection methods.
Are the students served in this program representative of the college? Please explain.	According to the disaggregated data, the students served in this program are much more male than the college as a whole when measured over the current 5-year program review. However, CTE program enrollment as a whole also leans more male.
Are the students served in this program representative of the district? Please explain.	Yes. Outside of leaning more male, the students enrolled in COM 2221 fall within a few percentage points of the district demographics.
<b>Review Results</b>	
<b>Action</b>	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	Due to combination of Computer Information System General Specialist and Cyber Security, a new program objective has been created. The Computer Systems & Security Specialist program will prepare students for direct entry into the workforce and/or for articulation into a 4-year program.
<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Course sequence and additional suggestions from the attendees at the 2017 Advisory Council have been applied to the curriculum guide. The Fall 2017 semester will be the first semester of implementation.

<b>Career &amp; Technical Education</b>				
College Name:		Shawnee Community College 53101		
Fiscal Year in Review:		FY2012 – FY2016		
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
<b>COM 2251 Introduction to Cybersecurity</b>	<b>30</b>	<b>29</b>	<b>111003</b>	<b>Not applicable</b>

<b>Review Results</b>	
<b>Action</b>	<input type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input checked="" type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	As a result of continuous quality improvement processes, advisory meetings, and market demand, this program was placed on Inactive Status effective 08/01/2017. Applicable courses of this program were merged into an update COM 2221 Associate of Applied Science – Computer System and Security Specialist.
<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Not Applicable

<b>Career &amp; Technical Education</b>				
College Name:		Shawnee Community College 53101		
Fiscal Year in Review:		FY2012 – FY2016		
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
<b>ELT 2260 Electronic Technologies</b>	<b>03</b>	<b>66</b>	<b>150303</b>	<b>Not applicable</b>

<b>Review Results</b>	
<b>Action</b>	<input type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input checked="" type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	As a result of continuous quality improvement processes, advisory meetings, and market demand, this program was placed on Inactive Status effective 10/01/2014.
<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Not Applicable

<b>Career &amp; Technical Education</b>				
College Name:		Shawnee Community College 53101		
Fiscal Year in Review:		FY2012 – FY2016		
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
<b>CJ 2120 Criminal Justice</b>	<b>03/20</b>	<b>61/30</b>	<b>430106/07</b>	<b>CJ 2119 Criminal Justice</b>
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.				
<b>Program Objectives</b> What are the overarching objectives/goals of the program?		<p>The Criminal Justice Associate of Applied Science (61-hour) program and The Criminal Justice certificate (30-hour) prepares students for careers in the Technology &amp; Engineering Education pathway into Law, Public Safety, Corrections &amp; Security: Law Enforcement Services.</p> <p>The program prepares graduates for secure employment in law enforcement profession and/or transfer to 4-year institutions.</p>		
To what extent are these objectives being achieved?		Enrollment remains constant and we continue to increase our articulations.		
<b>Past Program Review Action</b> What action was reported last time the program was reviewed?		Continued with minor improvements.		
<b>CTE Program Review Analysis</b>				
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.				
List all pre-requisites for this program (courses, placement scores, etc.).		Students must meet college level English competencies. This can be met by Accuplacer placement scores that test into ENG 111 – English Composition I or documented completion on ENG 047 and ENG 048 – developmental reading and writing.		
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).		See attached - Appendix		

Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	Program does not exceed a 30 hour certificate. This program was reviewed and hours were reduced from 64 to 61 with the removal of extra general education courses. The removal of any other courses drops this below 60. SEM 200 – Career Decision making was added to the program to give students more knowledge and exposure to other careers in this pathway.
<b>Indicator 1: Need</b>	<b>Response</b>
1.1 How strong is the occupational demand for the program?	Demand on the federal level is stable in the program area. United States Bureau of Labor Statistics (BLS) projects a 5% growth pattern from 2014-2014, which is reported as being less than the 7% average occupation.  State of Illinois Occupational Employment Projections (2012-2022) indicates a .50% increase which is much lower than border states of Kentucky (21.50% increase) and Missouri (7.40% increase).
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	There has been minimal increases on the federal and state level and this remains the same for the next five years. The surrounding state of Kentucky and Missouri have the strongest growth projections.
1.3 What is the district and/or regional need?	The local workforce (LWA) district for Shawnee Community College (LWA 26) and the surrounding workforce (LWA 25) both project a decline in this occupational demand. LWA 26 projects a 6.98% decline and LWA 25 is lower at 1.61% decline.
1.4 How will students be recruited for this program?	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 Where will students be recruited from?	Students are recruited within the counties making up the Shawnee Community College district – Alexander, Johnson, Massac, Pulaski, and Union.
1.6 Did the review of program need result in actions or modifications? Please explain.	This program was reviewed and hours were reduced from 64 to 61 with the removal of extra general education courses. The new program hours were effective August 2017.
<b>Indicator 2: Cost Effectiveness</b>	<b>RESPONSE</b>
2.1 What are the costs associated with this program?	Cost associated with program our salaries, benefits, supplies and copier.
2.2 How does the cost compare to other programs on campus?	The average five-year direct cost per student is -\$97.57. The cost of operating this program in comparison to other programs make it cost effective at this time.

2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	This program of study is fully institutionally funded.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	Not applicable to this program of study.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	At this time, the review has not resulted in modification in regards to program cost.
<b>Indicator 3: Quality</b>	<b>Response</b>
3.1 What are the program's strengths?	Instructor is a 28-year police veteran, graduate of FBI National Academy. There is consistent positive student feedback.
3.2 What are the identified or potential weaknesses of the program?	Currently, the state of Illinois does require a degree to enter into the field, only some college credit is required. This affects the completion rate the program. After entering the field students may seek additional education for promotions, but this field generally does not have a lot of turn over in the higher ranking positions.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Traditional face-to-face lecture, including PowerPoint presentations and guest speakers.
3.4 How does this program fit into a career pathway?	The Criminal Justice Associate of Applied Science (61-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 students for agency employment, academy testing, and articulates to a 4-year institution.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	At this time, the program follows the curriculum as most surrounding institutions. We are looking at running this as a weekend program in the near future.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	COM 111 – Goreville and Vienna ENG 111 – Dongola, Egyptian, Goreville, Joppa, Vienna PSY 211 – Cairo and Century SEM 200 – Cobden SOC 212 – Cairo and Century

3.7 What work-based learning opportunities are available and integrated into the curriculum?	The instructor was a certified Crime Scene Investigator (CSI), which allows for realistic mock crime scene training. The instructor was a latent print expert, which allows for fingerprint analysis as part of the instruction.
3.8 Is industry accreditation required for this program?	There is no industry accreditation required for this program of study.
3.9 Are industry-recognized credentials offered? If so, please list.	There are no industry-recognized credentials for this program of study.
3.10 Is this an apprenticeship program? If so, please elaborate.	There is no apprenticeship offered for this program of study.
3.11 If applicable, please list the licensure examination pass rate.	Not applicable for this program of study.
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	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?	We will start an on campus evening articulation with Missouri Baptist University in the near future.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	1:15 – one full-time instructor
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Full-time faculty seek out their own industry professional development. In-house professional development is completed for assessments and student learning.
3.16 What is the status of the current technology and equipment used for this program?	An electrostatic dust print lifter was purchased for the Intro to Forensic Science class.
3.17 What assessment methods are used to ensure student success?	Assessment of the college’s core competencies in communication, problem solving, personal growth and responsibility, and research and information literacy is achieved by various methods: Exams Oral presentations Projects Checklist

<p>3.18 How satisfied are students with their preparation for employment?</p>	<p>Student feedback indicates that they are satisfied.</p>
<p>3.19 How is student satisfaction information collected?</p>	<p>Interviews of previous students currently employed in police careers.</p>
<p>3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)</p>	<p>Instructor maintains a rapport with police chiefs and sheriffs in the Shawnee Community College district. Many are involved in the Advisory Council meetings.</p>
<p>3.21 How often does the program advisory committee meet?</p>	<p>Currently every five years. We are starting a new advisory meeting process that will meet every year based on the career pathway. This new approach should provide more feedback and industry input for this program.</p>
<p>3.22 How satisfied are employers in the preparation of the program's graduates?</p>	<p>Feedback from employers through the advisory council meetings indicates they are satisfied with student preparation.</p>
<p>3.23 How is employer satisfaction information collected?</p>	<p>The industry members of the Advisory Council recommend additional writing courses in the curriculum guide.</p>
<p>3.24 Did the review of program quality result in any actions or modifications? Please explain.</p>	<p>We will be reviewing the program to include more technical writing skills and exploring more internship opportunities.</p>

List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.

Completion is barrier to the Associate of Applied Science because Illinois does not require a degree to enter the field. Some college courses are required but not a degree at this time.

**Data Analysis for CTE Program Review**

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

CTE Program	<b>CJ 2120 Criminal Justice (Associate of Applied Science) CJ 2119 Criminal Justice (one-year certificate)</b>				
CIP Code	<b>4301-06/07</b>				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	66	56	48	37	44
Completion Rate	9%	21%	15%	2%	11.3%
Other (Please identify)					
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. As we move forward with more articulations into Bachelor programs (required for promotions in the field), we are encouraged this will increase completion of this program.				
What disaggregated data was reviewed?	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 college. Completer data was also subdivided into the same demographic variables and also cross referenced to college completer data.				

<p>Were there gaps in demographic data? Please explain.</p>	<p>The largest data gap comes in terms of not tracking demographic data such as age, financial need and transfer rates for program enrollment. The college is currently upgrading to a new ERP system, which should make data collection easier and much more readily available.</p>
<p>What is the college doing to overcome any aforementioned equity gaps?</p>	<p>At this time the college is taking steps to review all data for all programs including the gaps mentioned above. Moving forward with our new ERP system that went live in fall 2017, we will begin to collect more demographic data and will continue to improve data collection methods.</p>
<p>Are the students served in this program representative of the college? Please explain.</p>	<p>According to the disaggregated data, the students served in this program have a much higher minority population than college demographic data as a whole when measured over the current 5-year program review. The same applies to completer data. However, completers for the program do lean more male than the college as a whole.</p>
<p>Are the students served in this program representative of the district? Please explain.</p>	<p>Yes. However, the students served in this program have a higher minority population than the district as a whole.</p>
<p><b>Review Results</b></p>	
<p><b>Action</b></p>	<p> <input checked="" type="checkbox"/> Continued with Minor Improvements  <input type="checkbox"/> Significantly Modified  <input type="checkbox"/> Placed on Inactive Status  <input type="checkbox"/> Discontinued/Eliminated  <input type="checkbox"/> Other (please specify)         </p>
<p><b>Summary Rationale</b> Please provide a brief rationale for the chosen action.</p>	<p>This program of study provides a solid foundation for students interested in the law enforcement field. We have added SEM 200 – Career Decision Making into the program to expand students’ knowledge of the man careers available in this field.</p>
<p><b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<p>This program of study is being considered to be offered as a weekend cohort to encourage completion. Target date is Fall 2018. Missouri Baptist University will be bringing an evening Bachelor of Science in Criminal Justice to the Shawnee Community College campus. This will be an articulation our associate degree program. Target will be Fall 2018.</p>

<b>Career &amp; Technical Education</b>				
College Name:		Shawnee Community College 53101		
Fiscal Year in Review:		FY2012 – FY2016		
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
<b>PIW 2250 Electrical Construction Tech</b>	<b>03</b>	<b>68</b>	<b>460302</b>	<b>Not applicable</b>

<b>Review Results</b>	
<b>Action</b>	<input type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input checked="" type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	As a result of HLC Compliance on additional locations, this program will not longer be offered on site and was placed on Inactive Status effective 08/01/2017.
<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Not Applicable

<b>Career &amp; Technical Education</b>				
College Name:		Shawnee Community College 53101		
Fiscal Year in Review:		FY2012 – FY2016		
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
<b>ELT 2161 Basic Electricity</b>	<b>30</b>	<b>17</b>	<b>470105</b>	<b>Not applicable</b>
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.				
<b>Program Objectives</b> What are the overarching objectives/goals of the program?		The Basic Electricity certificate (17-hour) program prepares students for careers in the Technology & Engineering Educations pathway into Manufacturing: Maintenance, Installation & Repair. This will provide basic knowledge to install, operate and maintain basic residential wiring. Students are prepared for employment in the electrical field and/or for placement in the International Brotherhood of Electrical Workers (IBEW) apprenticeship union.		
To what extent are these objectives being achieved?		Students are able to gain entry employment after completion of this certificate or have satisfied the base knowledge to continue in other fields.		
<b>Past Program Review Action</b> What action was reported last time the program was reviewed?		Continued with minor improvements		
<b>CTE Program Review Analysis</b>				
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.				
List all pre-requisites for this program (courses, placement scores, etc.).		Students must meet Intermediate Algebra competencies. This can be met by Accuplacer placement scores that test into MAT 043 – Intermediate Algebra I or documented successful completion of math sequence.		

<p>Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).</p>	<p>See attached - Appendix</p>
<p>Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>Program does not exceed a 30 hour certificate.</p>
<p><b>Indicator 1: Need</b></p>	<p><b>Response</b></p>
<p>1.1 How strong is the occupational demand for the program?</p>	<p>Demand on the federal level is strong in the program area. United States Bureau of Labor Statistics (BLS) projects a 13.70% growth pattern from 2014-2014, which is reported as being much faster than the 7% average occupation.</p> <p>State of Illinois Occupational Employment Projections (2012-2022) indicates a 15% increase which is about below the average with border states of Kentucky (26.3% increase) and Missouri (15.4% increase).</p>
<p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p>	<p>The demand has remained steady over the past five years. An average 14% increase for the federal and state demand is projected over the next five years. This is in line with the border states.</p>
<p>1.3 What is the district and/or regional need?</p>	<p>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 3.18% increase and LWA 25 is higher at a 8.23% increase.</p>
<p>1.4 How will students be recruited for this program?</p>	<p>Students are recruited through Shawnee Community College community events, newspaper and print materials, Career Tech Day, Shawnee Experience, and various other recruiting events.</p>
<p>1.5 Where will students be recruited from?</p>	<p>Students are recruited within the counties making up the Shawnee Community College district – Alexander, Johnson, Massac, Pulaski, and Union.</p>
<p>1.6 Did the review of program need result in actions or modifications? Please explain.</p>	<p>OSH 102 (2 credit hours) – OSHA 30 Hour General Industry was added into the curriculum to give students an industry recognized credential upon graduation. More hands-on-learning has also been implemented in the classroom.</p>
<p><b>Indicator 2: Cost Effectiveness</b></p>	<p><b>Response</b></p>

2.1 What are the costs associated with this program?	Cost associated with program our salaries, benefits, supplies and copier.
2.2 How does the cost compare to other programs on campus?	The average five-year direct cost per student is -\$286.54. The cost of operating this program in comparison to other programs make it cost effective at this time.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	This program of study is fully institutionally funded.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	Not applicable to this program of study.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	At this time, the review has not resulted in modification in regards to program cost.
<b>Indicator 3: Quality</b>	<b>Response</b>
3.1 What are the program's strengths?	This program of study is taught of the evenings which currently accommodates traditional and non-traditional students. It can also be completed in two semesters. It is taught by a instructor who has vast experience in the field.
3.2 What are the identified or potential weaknesses of the program?	The program has the opportunity to merge with other programs to ensure more employability for students, however this would require full-time faculty or additional adjuncts.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Traditional face-to-face with lecture and lab combination.
3.4 How does this program fit into a career pathway?	The Basic Electricity certificate (17-hour) program prepares students for careers in the Technology & Engineering Educations pathway into Manufacturing: Maintenance, Installation & Repair.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	At this time, the program follows the curriculum as most surrounding institutions.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	At this time, there are no dual credit offerings in this program of study.

<p>3.7 What work-based learning opportunities are available and integrated into the curriculum?</p>	<p>Students do not have an internship with this program. However, they do incorporate campus learning opportunities into the curriculum. They assist in running the electrical for the greenhouse, minor repair of outlets in the Career Tech building and also go on a field trip to learn about a solar home.</p>
<p>3.8 Is industry accreditation required for this program?</p>	<p>No industry accreditation is required for this program of study.</p>
<p>3.9 Are industry-recognized credentials offered? If so, please list.</p>	<p>OSH 102 – OSHA 30 Hour General Industry is part of this program of study.</p>
<p>3.10 Is this an apprenticeship program? If so, please elaborate.</p>	<p>There is no formal apprenticeship for this program of study. Some students have entered the International Brotherhood of Electrical Workers (IBEW) but not through formal agreements.</p>
<p>3.11 If applicable, please list the licensure examination pass rate.</p>	<p>Not applicable to this program of study</p>
<p>3.12 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>There are no articulations or cooperative agreements/initiatives in place for this program.</p>
<p>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?</p>	<p>No partnership have been formed since the last review.</p>
<p>3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.</p>	<p>1:6 – one adjunct instructor</p>
<p>3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?</p>	<p>Adjunct faculty are offered in-house professional development on assessment and student learning.</p>
<p>3.16 What is the status of the current technology and equipment used for this program?</p>	<p>The equipment in this program has been updated during FY17 when a new instructor took over the program. He has increased hands-on-activities for students by expanding the technology, equipment and resources available.</p>

<p>3.17 What assessment methods are used to ensure student success?</p>	<p>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-activities            Exams            Group learning            Presentations            Checklist</p>
<p>3.18 How satisfied are students with their preparation for employment?</p>	<p>Bases upon faculty follow-up with students they are adequately prepared for the next step in this field.</p>
<p>3.19 How is student satisfaction information collected?</p>	<p>Student satisfaction is based upon faculty follow-up. We will be developing a more formalized data collection.</p>
<p>3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)</p>	<p>This program struggles in maintaining an advisory committee since it is a smaller evening program. We are starting a new advisory meeting process that will meet every year based on the career pathway. This new approach should provide more feedback and industry input for this program.</p>
<p>3.21 How often does the program advisory committee meet?</p>	<p>Currently every five years. This program struggles in maintaining an advisory committee since it is a smaller evening program. We are starting a new advisory meeting process that will meet every year based on the career pathway. This new approach should provide more feedback and industry input for this program.</p>
<p>3.22 How satisfied are employers in the preparation of the program’s graduates?</p>	<p>This program of study has limited employer placement since students tend to enter the apprenticeship program.</p>
<p>3.23 How is employer satisfaction information collected?</p>	<p>Employer satisfaction is gathered through instructor follow-up with employers. This program will be building a stronger employer base going forward.</p>
<p>3.24 Did the review of program quality result in any actions or modifications? Please explain.</p>	<p>The review of this program resulted in the addition of OSH 102 – OSHA 30 Hour General Industry to give the students an industry recognized credential upon graduation.</p>

List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.

Currently we have one adjunct instructor for this program. If we have first semester and second semester students, it is not possible to accommodate them both during a semester.

**Data Analysis for CTE Program Review**

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

CTE Program	<b>ELT 2161 Basic Electricity (less-than-one year certificate)</b>				
CIP Code	<b>4701-05</b>				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	1	1	2	2	2
Completion Rate	0%	0%	100%	100%	0%
Other (Please identify)					
How does the data support the program goals? Elaborate.	Students completing this certificate are able to enter entry level positions and informal apprenticeships. Low enrollment requires courses to be dropped, therefore taking students longer to complete and the program is only offered in the evening, at this time.				
What disaggregated data was reviewed?	In addition to program enrollment and completion rate, ELT 2161 enrollment was subdivided by gender and ethnicity. That data was then cross referenced with the same demographic information for the entire college. Completer data for ELT 2161 was also subdivided into the same demographic variables and also cross referenced to college completer data.				
Were there gaps in demographic data? 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. The college is currently upgrading to a new ERP system, which should make data collection easier and much more readily available.				

What is the college doing to overcome any aforementioned equity gaps?	At this time the college is taking steps to review all data for all programs including the gaps mentioned above. Moving forward with our new ERP system that went live in fall 2017, we will begin to collect more demographic data and will continue to improve data collection methods.
Are the students served in this program representative of the college? Please explain.	According to the disaggregated data, the students served in this program are much more male than the college as a whole when measured over the current 5-year program review. However, CTE program enrollment as a whole also leans more male.
Are the students served in this program representative of the district? Please explain.	Yes. The students served in this program match the demographic data for job projection for the district as provided by the Illinois Department of Employment Security.
<b>Review Results</b>	
<b>Action</b>	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	Starting FY17 a new instructor took over this program and enrollment has almost doubled. He is a very hands-on instructor with vast experience and knowledge in the field. He is very engaging and approachable to with the students. He has increased the equipment, technology, and resources needed to enhance student learning.
<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	There may be some opportunities of merging/expanding this program into a more comprehensive industrial arts certificate. Target is date is Fall 2018.

<b>Career &amp; Technical Education</b>				
College Name:		Shawnee Community College 53101		
Fiscal Year in Review:		FY2012 – FY2016		
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
<b>HIT 2202 Health Information Technology</b>	<b>03</b>	<b>71</b>	<b>5107</b>	<b>Not applicable</b>

<b>Review Results</b>	
<b>Action</b>	<input type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input checked="" type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	As a result of third party accrediting changes, this program was no longer able to be offered as SICCM consortium and was placed on Inactive Status effective 08/01/2017.
<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Not Applicable

<b>Career &amp; Technical Education</b>				
College Name:		Shawnee Community College 53101		
Fiscal Year in Review:		FY2012 – FY2016		
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
<b>HIT 2224 Medical Coding Specialist</b>	<b>20/30</b>	<b>33/12</b>	<b>510713</b>	<b>HIT 2174 Medical Coder</b>
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.				
<b>Program Objectives</b> What are the overarching objectives/goals of the program?		<p>The Medical Coder (12-hour certificate) program is aligned with the Department of Human &amp; Health 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.</p> <p>The Medical Coding Specialist (33-hour certificate) program is aligned with the Department of Human &amp; Health Services (DHHS) 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.</p>		
To what extent are these objectives being achieved?		All objectives are being met for the Medical Coder and Medical Specialist programs.		
<b>Past Program Review Action</b> What action was reported last time the program was reviewed?		Continued with minor improvements.		
<b>CTE Program Review Analysis</b>				
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.				

<p>List all pre-requisites for this program (courses, placement scores, etc.).</p>	<p>In an effort to show program transparency, all co-requisites and pre-requisites have been listed in the program curriculum. There is no minimum score on placement test for Health Information Technology (HIT) courses. The one-year certificate does include Basic Computer Systems (COM 111) and Anatomy &amp; Physiology (BIO 212). Both of these courses require students to be out of development reading and writing courses (ENG 047 and ENG 048).</p>
<p>Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).</p>	<p>See attached - Appendix</p>
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>In an effort to show program transparency, all co-requisites and pre-requisites have been listed in the program curriculum. Medical Coder is a 12-hour certificate and is a stackable for Medical Coding Specialist, 33-hour certificate.</p>
<p><b>Indicator 1: Need</b></p>	<p><b>Response</b></p>
<p>1.1 How strong is the occupational demand for the program?</p>	<p>Demand is strong in the program area. United States Bureau of Labor Statistics (BLS) projects a 15% growth pattern from 2014-2014, which is reported as being much faster than the average occupation.</p> <p>Employment projections from the BLS News Release (December 8, 2015) employment projections for 2014-2024 indicate that for all healthcare support occupations a projected increase of 23%.</p> <p>State of Illinois Occupational Employment Projections (2012-2022) indicates a 1.06% increase for Insurance Claims and Policy Processing Clerks and a 1.12% increase for Medical Records/Health Information Technicians.</p>
<p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p>	<p>Demand continues to increase in the program area due to the United States 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 coding and billing to meet industry needs.</p>

1.3 What is the district and/or regional need?	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 9.23% increase and LWA 25 is higher at a 10% increase.
1.4 How will students be recruited for this program?	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 Where will students be recruited from?	Students are recruited within the counties making up the Shawnee Community College district – Alexander, Johnson, Massac, Pulaski, and Union.
1.6 Did the review of program need result in actions or modifications? Please explain.	Changes have been made to include: inclusion of more online course offerings, streamline the curriculum to create a two-semester program instead of three semesters, and to include all co-requisites and pre-requisites in the curriculum for program transparency.
<b>Indicator 2: Cost Effectiveness</b>	<b>Response</b>
2.1 What are the costs associated with this program?	Cost associated with program our salaries, benefits, supplies and copier.
2.2 How does the cost compare to other programs on campus?	The average five-year direct cost per student is -\$97.88. The cost of operating this program in comparison to other programs make it cost effective at this time.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	This program of study is fully institutionally funded.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	Not applicable to this program of study.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	At this time, the review has not resulted in modification in regards to program cost.
<b>Indicator 3: Quality</b>	<b>Response</b>

<p>3.1 What are the program’s strengths?</p>	<p>The faculty member is certified ICD-10-CM/PCS trainer, Certified Coding Specialist – Physician Based (CCS-P), and Certified HIPAA Security Professional (CHSP). The curriculum supports the National Health Career Association (NHA) guidelines for Certified Billing and Coding Specialist (CBCS) certification exam and aligned with Department of Health &amp; Human Services (DHHS) Official guidelines for Coding and Reporting. All textbooks are updated along with the updated curriculum to support the new diagnosis coding classification system – ICD-10-CM in all courses. Shawnee Community College is an approved site for offering the CBCS exam.</p> <p>Addition of electronic health records to Medical Office Procedures (HIT 107) lab allows students to gain experience using the coding/billing module. The availability of online course options has increased along with the availability of online tutorials to support student success.</p> <p>Stackable certificates correctly aligned give the students an option of obtaining three certificates in years in the Health Informatics pathway.</p>
<p>3.2 What are the identified or potential weaknesses of the program?</p>	<p>Two courses, Principles of Insurance (HIT 106) and Medical Office Procedures (HIT 107) needs to be converted to online in order for the one-year program to be completely online.</p>
<p>3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?</p>	<p>Traditional, interactive video (two remote sites), and online offerings.</p>
<p>3.4 How does this program fit into a career pathway?</p>	<p>The Medical Coder 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.</p>
<p>3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?</p>	<p>Coding courses are offered in online format with usage of online tutorials to aid in student learning of course content.</p>

<p>3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p>	<p>COM 111 – Goreville and Vienna          HIT 100 – Goreville, Massac, Vienna          IMS 227 – Cobden and Goreville</p>
<p>3.7 What work-based learning opportunities are available and integrated into the curriculum?</p>	<p>Internships are offered for the Medical Coding Specialist program with are employers. A full version of an electronic health record allows students hands on experience utilizing a coding/billing module.</p>
<p>3.8 Is industry accreditation required for this program?</p>	<p>At this time, there is no industry accreditation required for this program.</p>
<p>3.9 Are industry-recognized credentials offered? If so, please list.</p>	<p>Shawnee Community College is an approved facility to offer the National Health Career Association examination for Certified Billing Coding Specialist (CBCS) credential. This is an optional industry credential that makes the student more marketable. The registration plus test prep fees are \$170 to sit for the exam.</p>
<p>3.10 Is this an apprenticeship program? If so, please elaborate.</p>	<p>At this time, there are no apprenticeship programs associated with this program.</p>
<p>3.11 If applicable, please list the licensure examination pass rate.</p>	<p>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.</p>
<p>3.12 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>There are no formal articulations or cooperative agreements in place for this program. Students who complete the Medical Coder and Medical Coding Specialist certificates can pursue an Associate of Applied Science in Health Information Technology at a surrounding institution.</p>
<p>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?</p>	<p>There have not been any new partnerships formed since the last review.</p>
<p>3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.</p>	<p>1:7 – one full-time instructor</p>

<p>3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?</p>	<p>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). Faculty members are recertified each year as an American Health Information Management Association (AHIMA) approved ICD-10-CM/PS trainer and Certified Coding Specialist – Physician Based (CCS-P).</p>
<p>3.16 What is the status of the current technology and equipment used for this program?</p>	<p>Due to the nature of the industry and yearly required updates from Department of Health &amp; Human Services (DHHS), technology is up to date with industry needs.</p>
<p>3.17 What assessment methods are used to ensure student success?</p>	<p>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 assessments methods used to ensure student success.</p>
<p>3.18 How satisfied are students with their preparation for employment?</p>	<p>Students who have kept in contact with the instructor appear to be very satisfied with preparation for employment.</p>
<p>3.19 How is student satisfaction information collected?</p>	<p>Currently student satisfaction is an informal process of communication through faculty. We will be developing a more formal data collection of student satisfaction.</p>
<p>3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)</p>	<p>Employers offer internship site placement to provide students with hands on learning of coding and billing procedures. Next year we are implementing a new advisory meetings with a Career Pathways focus. This will bring together multiple programs under one pathway that overlap within an industry. This should enhance ability to cross train and ensure students have other options in Career Pathway of their interest. We will also be looking at allowing participants to call into the advisory meetings.</p>

<p>3.21 How often does the program advisory committee meet?</p>	<p>Advisory committee does not meet on a regular basis due to distance, time constraints, and availability of multiple employers in the immediate area. Next year we are implementing a new advisory meetings with a Career Pathways focus. This will bring together multiple programs under one pathway that overlap within an industry. This should enhance ability to cross train and ensure students have other options in Career Pathway of their interest. We will also be looking at allowing participants to call into the advisory meetings.</p>
<p>3.22 How satisfied are employers in the preparation of the program's graduates?</p>	<p>Based on employer communication, they are very satisfied in preparation of the program's graduates.</p>
<p>3.23 How is employer satisfaction information collected?</p>	<p>At this point, employer satisfaction information is collected through discussion with internship supervisors.</p>
<p>3.24 Did the review of program quality result in any actions or modifications? Please explain.</p>	<p>After review of this program and other programs in the area, it has been suggested that we create a total online program. Lead faculty member will finish converting classes to online format and target to start Fall 2017.</p>

List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.

Retention is being addressed through creating a total online program. Placement test are still being administered however we will be removing the development competencies starting Spring 2018 and tracking how this change affects enrollment, success and completion of this program of study for the less-than-one year certificate.

**Data Analysis for CTE Program Review**

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

CTE Program	<b>HIT 2224 Medical Coding Specialist (one-year certificate) HIT 2174 Medical Coder (less-than-one-year certificate)</b>				
CIP Code	<b>5107-13</b>				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	29	41	29	25	21
Completion Rate	48%	17%	58%	40%	43%
Other (Please identify)					
How does the data support the program goals? Elaborate.	This program meets the goals of preparing students to enter the workforce in the Medical Coding field and has higher than average completion rate of other programs reviewed. However, we are working for this program to be totally online to help with completion rates.				
What disaggregated data was reviewed?	In addition to program enrollment and completion rate, HIT 2224 and HIT 2174 enrollment was subdivided by gender and ethnicity. That data was then cross referenced with the same demographic information for the entire college. Completer data was also subdivided into the same demographic variables and also cross referenced to college completer data.				
Were there gaps in demographic data? 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. The college is currently upgrading to a new ERP system, which should make data collection easier and much more readily available.				

<p>What is the college doing to overcome any aforementioned equity gaps?</p>	<p>At this time the college is taking steps to review all data for all programs including the gaps mentioned above. Moving forward with our new ERP system that went live in fall 2017, we will begin to collect more demographic data and will continue to improve data collection methods</p>
<p>Are the students served in this program representative of the college? Please explain.</p>	<p>According to the disaggregated data, the students served in this program lean more female than the college as a whole when measured over the current 5-year program review.</p>
<p>Are the students served in this program representative of the district? Please explain.</p>	<p>Yes. The students served in this program match the demographic data for job projection for the district as provided by the Illinois Department of Employment Security.</p>
<p><b>Review Results</b></p>	
<p><b>Action</b></p>	<p> <input checked="" type="checkbox"/> Continued with Minor Improvements  <input type="checkbox"/> Significantly Modified  <input type="checkbox"/> Placed on Inactive Status  <input type="checkbox"/> Discontinued/Eliminated  <input type="checkbox"/> Other (please specify)         </p>
<p><b>Summary Rationale</b> Please provide a brief rationale for the chosen action.</p>	<p>Changes have been made to the curriculum, course offering format, and placement testing to enhance this program of study.</p>
<p><b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<p>Total online program will be implemented by Spring 2018. Placement test are still being administered however we will be removing the development competencies starting Spring 2018 and tracking how this change affects enrollment, success and completion of this program of study for the less-than-one year certificate.</p>

<b>Career &amp; Technical Education</b>				
College Name:		Shawnee Community College 53101		
Fiscal Year in Review:		FY2012 – FY2016		
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
<b>MRS 2102 Medical Office Assistant</b>	<b>20/30</b>	<b>32/11</b>	<b>570116/14</b>	<b>HIT 2176 Medical Biller</b>
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.				
<b>Program Objectives</b> What are the overarching objectives/goals of the program?		The Medical Biller (11-hour) certificate and the Medical Office Assistant (32-hour) program is aligned with the Department of Human & Health Services (DHHS) Official Guidelines and Association for Healthcare Documentation Integrity (AHDI) Guidelines for Medical Office Careers. The Medical Biller and Medical Office Assistant program is for entry-level medical office careers in the Health Science Technology pathway into Health Science: Health Informatics.		
To what extent are these objectives being achieved?		100%		
<b>Past Program Review Action</b> What action was reported last time the program was reviewed?		Continued with minor improvements.		
<b>CTE Program Review Analysis</b>				
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.				
List all pre-requisites for this program (courses, placement scores, etc.).		There are no minimum placement test for HIT 2176 (less-than-one certificate). 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. Placement is achieved through testing in ENG 111 through Accuplacer placement test or documented successful completion of competencies.		

<p>Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).</p>	<p>See attached - Appendix</p>
<p>Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>In an effort to show program transparency, all co-requisites for courses have been listed in the program curriculum guide.</p>
<p><b>Indicator 1: Need</b></p>	<p><b>RESPONSE</b></p>
<p>1.1 How strong is the occupational demand for the program?</p>	<p>Demand is strong in the program area. U.S. Bureau of Statistics project a 21% growth pattern from 2014-2024, which is being reported as much faster than the average for all occupations. Employment Projections from the BLS News Release (dated December 8, 2015) employment projections for 2014-2024 indicate that for all healthcare support occupations a projected increase of 23%. State of Illinois Occupational Employment Projections (2012-2022) indicate a 1.94% increase for the area of Medical Secretaries.</p>
<p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p>	<p>Demand has continued to increase in the program area due to the U.S. aging population which require 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.</p>
<p>1.3 What is the district and/or regional need?</p>	<p>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 9.23% increase and LWA 25 is higher at a 10% increase.</p>
<p>1.4 How will students be recruited for this program?</p>	<p>Students are recruited through Shawnee Community College community events, newspaper and print materials, Career Tech Day, Shawnee Experience, and various other recruiting events.</p>
<p>1.5 Where will students be recruited from?</p>	<p>Students are recruited within the counties making up the Shawnee Community College district – Alexander, Johnson, Massac, Pulaski, and Union.</p>
<p>1.6 Did the review of program need result in actions or modifications? Please explain.</p>	<p>Changes have been made to include: inclusion of more online course offerings, streamline the curriculum to create a two-semester program instead of three semesters, and to include all co-requisites in the curriculum guide to show program transparency.</p>

<b>Indicator 2: Cost Effectiveness</b>	<b>Response</b>
2.1 What are the costs associated with this program?	Cost associated with program our salaries, benefits, supplies and copier.
2.2 How does the cost compare to other programs on campus?	The average five-year direct cost per student is -\$97.88. The cost of operating this program in comparison to other programs make it cost effective at this time.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	This program of study is fully institutionally funded.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	Not applicable to this program of study.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	At this time, the review has not resulted in modification in regards to program cost.
<b>Indicator 3: Quality</b>	<b>Response</b>
3.1 What are the program’s strengths?	<p>Instructor is a certified ICD-10-CM/PCS trainer, CCS-P (Certified Coding Specialist – Physician Based), and CHSP (Certified HIPAA Security Professional)</p> <p>Curriculum has been updated to support new diagnosis coding classification system – ICD-10-CM in all courses.</p> <p>Addition of 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.</p> <p>Several online options increased enrollment.</p> <p>All textbooks are updated.</p> <p>Program is aligned with Department of DHHS Official Guidelines for Coding and Reporting; plus AHDI transcription guidelines.</p> <p>Availability of online tutorials has increased student success rate in Introduction to Coding Course.</p> <p>Close alignment of three one-year certificates give students an option of obtaining three certificates in two years.</p>
3.2 What are the identified or potential weaknesses of the program?	Not all courses have an online offering.

<p>3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?</p>	<p>Traditional, interactive video broadcasted to two remote sites, and online.</p>
<p>3.4 How does this program fit into a career pathway?</p>	<p>Program offers core courses which can be applied to an Health Information Technology (HIT) advanced degree.</p>
<p>3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?</p>	<p>Coding courses are offered in online format with usage of online tutorials to aid in student learning of course content. Addition of electronic health record focusing on front office and coding/billing modules to aid students in real life applications.</p>
<p>3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p>	<p>COM 111 – Goreville and Vienna ENG 111 – Dongola, Egyptian, Goreville, Joppa, Vienna HIT 100 – Goreville, Massac, Vienna IMS 227 – Cobden and Goreville</p>
<p>3.7 What work-based learning opportunities are available and integrated into the curriculum?</p>	<p>Internships are offered for the Medical Office Assistant program with area employers. A full version of an electronic health record allows students hands on experience utilizing a coding/billing module.</p>
<p>3.8 Is industry accreditation required for this program?</p>	<p>There is no industry accreditation required for this program.</p>
<p>3.9 Are industry-recognized credentials offered? If so, please list.</p>	<p>There are no industry-recognized credentials for this program of study.</p>
<p>3.10 Is this an apprenticeship program? If so, please elaborate.</p>	<p>There is no apprenticeship for this program of study.</p>
<p>3.11 If applicable, please list the licensure examination pass rate.</p>	<p>Not applicable to this program of study.</p>
<p>3.12 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>There are no current articulation or cooperative agreements/initiatives for this program of study.</p>
<p>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?</p>	<p>There have not been any new partnerships formed since the last review.</p>

<p>3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.</p>	<p>1:7 – one full-time instructor</p>
<p>3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?</p>	<p>Full time faculty member is offered professional development/training through AHIMA, ILHIMA, and SILHIMA. Faculty member is recertified each year as an AHIMA approved ICD-10-CM/PCS trainer and CCS-P (Certified Coding Specialist – Physician Based).</p>
<p>3.16 What is the status of the current technology and equipment used for this program?</p>	<p>Due to the nature of the industry and yearly update requirements from the DHHS and AHDI, technology is up to date with industry trends.</p>
<p>3.17 What assessment methods are used to ensure student success?</p>	<p>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 of 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.</p>
<p>3.18 How satisfied are students with their preparation for employment?</p>	<p>Students who have kept in contact with full time faculty appear to be very satisfied with preparation for employment.</p>
<p>3.19 How is student satisfaction information collected?</p>	<p>Students who have kept in contact with full time faculty appear to be very satisfied with preparation for employment. We are developing a formal data collection process for student satisfaction.</p>
<p>3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)</p>	<p>Employers offer internship site placement to provide students with hands on learning of front office skills.</p>
<p>3.21 How often does the program advisory committee meet?</p>	<p>Advisory committee does not meet on a regular basis due to distance, time constraints, and availability of multiple employers in the immediate area. Next year we are implementing a new advisory meetings with a Career Pathways focus. This will bring together multiple programs under one pathway that overlap within an industry. This should enhance ability to cross train and ensure students have other options in Career Pathway of their interest. We will also be looking at allowing participants to call into the advisory meetings.</p>
<p>3.22 How satisfied are employers in the preparation of the program’s graduates?</p>	<p>Employers are very much satisfied in preparation of the program’s graduates.</p>

3.23 How is employer satisfaction information collected?	Discussions with internship supervisors. We will be developing a more formal data collection process for employer satisfaction.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	The focus moving forward will be converting all courses to online.

List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.

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**Data Analysis for CTE Program Review**

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

CTE Program	<b>MRS 2102 Medical Office Assistant (one-year certificate) HIT 2176 Medical Biller (less-than-one-year certificate)</b>				
CIP Code	<b>5701-16/14</b>				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	9	18	18	12	11
Completion Rate	55%	44%	22%	75%	63%
Other (Please identify)					
How does the data support the program goals? Elaborate.	This program meets the goals of preparing students to enter the workforce in the Medical Billing field and has higher than average completion rate of other programs reviewed. However, we are working for this program to be totally online to help with completion rates.				
What disaggregated data was reviewed?	In addition to program enrollment and completion rate, MRS 2102 and HIT 2176 enrollment was subdivided by gender and ethnicity. That data was then cross referenced with the same demographic information for the entire college. Completer data was also subdivided into the same demographic variables and also cross referenced to college completer data.				
Were there gaps in demographic data? 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. The college is currently upgrading to a new ERP system, which should make data collection easier and much more readily available.				

<p>What is the college doing to overcome any aforementioned equity gaps?</p>	<p>At this time the college is taking steps to review all data for all programs including the gaps mentioned above. Moving forward with our new ERP system that went live in fall 2017, we will begin to collect more demographic data and will continue to improve data collection methods.</p>
<p>Are the students served in this program representative of the college? Please explain.</p>	<p>According to the disaggregated data, the students served in this program lean more female than the college as a whole when measured over the current 5-year program review. However, the current trends for these two programs indicates higher female enrollment.</p>
<p>Are the students served in this program representative of the district? Please explain.</p>	<p>Yes. The students served in this program match the demographic data for job projection for the district as provided by the Illinois Department of Employment Security.</p>
<p><b>Review Results</b></p>	
<p><b>Action</b></p>	<p> <input checked="" type="checkbox"/> Continued with Minor Improvements  <input type="checkbox"/> Significantly Modified  <input type="checkbox"/> Placed on Inactive Status  <input type="checkbox"/> Discontinued/Eliminated  <input type="checkbox"/> Other (please specify)         </p>
<p><b>Summary Rationale</b> Please provide a brief rationale for the chosen action.</p>	<p>Changes have been made to the curriculum, course offering format, and placement testing to enhance this program of study.</p>
<p><b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<p>Total online program will be implemented by Spring 2018. Placement test are still being administered however we will be removing the development competencies starting Spring 2018 and tracking how this change affects enrollment, success and completion of this program of study for the less-than-one year certificate.</p>

<b>Career &amp; Technical Education</b>				
College Name:		Shawnee Community College 53101		
Fiscal Year in Review:		FY2012 – FY2016		
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
<b>SEC 2104 Medical Transcription</b>	<b>20/30</b>	<b>31/19</b>	<b>510708</b>	<b>HIT 2175 Medical Transcriptionist</b>
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.				
<b>Program Objectives</b> What are the overarching objectives/goals of the program?		The Medical Transcriptionist (19-hour) certificate and the Medical Transcription (31-hour) program is aligned with Association for Healthcare Documentation Integrity (AHDI) Guidelines for Medical Transcription. The Medical Transcriptionist and Medical Transcription program is for entry-level medical transcription careers in the Health Science Technology pathway into Health Science: Health Informatics.		
To what extent are these objectives being achieved?		100%		
<b>Past Program Review Action</b> What action was reported last time the program was reviewed?		Continued with minor improvements.		
<b>CTE Program Review Analysis</b>				
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.				
List all pre-requisites for this program (courses, placement scores, etc.).		There are no minimum placement test for HIT 2175 (less-than-one certificate). College English competencies (ENG 111 – English Composition I) must be met to complete SEC 2104 (one-year certificate) due to the general education requirements of ENG 111 and COM 111 – Business Computer Systems. Placement is achieved through testing in ENG 111 through Accuplacer placement test or documented successful completion of competencies.		

<p>Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).</p>	<p>See attached - Appendix</p>
<p>Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>In an effort to show program transparency, all co-requisites for courses have been listed in the program curriculum guide.</p>
<p><b>Indicator 1: Need</b></p>	<p><b>RESPONSE</b></p>
<p>1.1 How strong is the occupational demand for the program?</p>	<p>Demand is slowing in the employment of medical transcriptionists through 2024. Employment projections from the U.S. Bureau of Labor Statistics project a 3 percent decline through 2024.</p> <p>State of Illinois Occupational Employment Projections (2012-2022) indicate a 6.67% decline in Medical Transcriptionists.</p>
<p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p>	<p>Steady decline due to technological advances (a switch from transcribing to speech recognition). Knowledge of speech recognition software and editing will allow transcriptionists to become “documentation editors and correctionists”. Decline is also noted in the industry due to outsourcing of transcription to other countries.</p>
<p>1.3 What is the district and/or regional need?</p>	<p>The local workforce (LWA) district for Shawnee Community College (LWA 26) and the surrounding workforce (LWA 25) both project a decrease in this occupational demand. LWA 26 projects a 13.04% decline and LWA 25 is lower at a 5.66% decline.</p>
<p>1.4 How will students be recruited for this program?</p>	<p>Students are recruited through Shawnee Community College community events, newspaper and print materials, Career Tech Day, Shawnee Experience, and various other recruiting events.</p>
<p>1.5 Where will students be recruited from?</p>	<p>Students are recruited within the counties making up the Shawnee Community College district – Alexander, Johnson, Massac, Pulaski, and Union.</p>

<p>1.6 Did the review of program need result in actions or modifications? Please explain.</p>	<p>Changes have been made to include: inclusion of more online course offerings, streamline the curriculum to create a two-semester program instead of three semesters, and to include all co-requisites in the curriculum guide to show program transparency. Due to industry demands, a new course will be offered in medical document editing, utilizing speech recognition techniques and hands-on with editing of medical documents.</p>
<p><b>Indicator 2: Cost Effectiveness</b></p>	<p><b><i>RESPONSE</i></b></p>
<p>2.1 What are the costs associated with this program?</p>	<p>Cost associated with program our salaries, benefits, supplies and copier.</p>
<p>2.2 How does the cost compare to other programs on campus?</p>	<p>The average five-year direct cost per student is -\$97.88. The cost of operating this program in comparison to other programs make it cost effective at this time.</p>
<p>2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?</p>	<p>This program of study is fully institutionally funded.</p>
<p>2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.</p>	<p>Not applicable to this program of study.</p>
<p>2.5 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>At this time, the review has not resulted in modification in regards to program cost.</p>
<p><b>Indicator 3: Quality</b></p>	<p><b><i>RESPONSE</i></b></p>
<p>3.1 What are the program's strengths?</p>	<p>Instructor is a Certified HIPAA Security Professional. Instructor is a former Medical Transcriptionist with 20+ years' experience in various healthcare settings. Curriculum has been updated to support speech medical document editing and speech recognition practices. Several online options increase enrollment. All textbooks are updated. Program is aligned with AHDI guidelines for medical transcription. Close alignment of three one-year certificates give students an option of obtaining three certificates in two years.</p>

<p>3.2 What are the identified or potential weaknesses of the program?</p>	<p>Technological advances (a switch from transcribing to speech recognition) and knowledge of speech recognition software and editing is taking over this industry. Also this industry is declining due to outsourcing of transcription to other countries.</p>
<p>3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?</p>	<p>Traditional, interactive video (broadcast to two remote sites), and online offerings.</p>
<p>3.4 How does this program fit into a career pathway?</p>	<p>Program offers core courses that can be applied to an HIT advanced degree.</p>
<p>3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?</p>	<p>The addition of the Medical Document Editing course which instructs students on how to proofread and edit healthcare documentation.</p>
<p>3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p>	<p>COM 111 – Goreville and Vienna  ENG 111 – Dongola, Egyptian, Goreville, Joppa, Vienna  HIT 100 – Goreville, Massac, Vienna  IMS 227 – Cobden and Goreville</p>
<p>3.7 What work-based learning opportunities are available and integrated into the curriculum?</p>	<p>Internships have been offered for the MT program with area employers.  Students will be able to gain experience in speech recognition practices and healthcare documentation editing techniques through new course offering.</p>
<p>3.8 Is industry accreditation required for this program?</p>	<p>There is no industry accreditation required for this program.</p>
<p>3.9 Are industry-recognized credentials offered? If so, please list.</p>	<p>There are no industry-recognized credentials for this program of study.</p>
<p>3.10 Is this an apprenticeship program? If so, please elaborate.</p>	<p>There is no apprenticeship for this program of study.</p>
<p>3.11 If applicable, please list the licensure examination pass rate.</p>	<p>Not applicable to this program of study.</p>
<p>3.12 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>There are no current articulation or cooperative agreements/initiatives for this program of study.</p>

<p>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?</p>	<p>There have not been any new partnerships formed since the last review.</p>
<p>3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.</p>	<p>1:7 – one full-time instructor</p>
<p>3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?</p>	<p>Full time faculty member is offered professional development/training through AHIMA, ILHIMA, and SILHIMA. Faculty member is recertified each year as a Certified HIPAA Security Professional.</p>
<p>3.16 What is the status of the current technology and equipment used for this program?</p>	<p>Due to the nature of the industry and AHDI guidelines, technology is up to date with industry trends.</p>
<p>3.17 What assessment methods are used to ensure student success?</p>	<p>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 of transcription exams (both theory and practical applications), article summary reviews, portfolio collection of transcription and medical document editing coursework, etc.</p>
<p>3.18 How satisfied are students with their preparation for employment?</p>	<p>Students who have kept in contact with full time faculty appear to be very satisfied with preparation for employment.</p>
<p>3.19 How is student satisfaction information collected?</p>	<p>Students who have kept in contact with full time faculty appear to be very satisfied with preparation for employment. We are developing a formal data collection process for student satisfaction.</p>
<p>3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)</p>	<p>Employers offer internship site placement to provide students with hands on learning of medical transcription procedures.</p>
<p>3.21 How often does the program advisory committee meet?</p>	<p>Advisory committee does not meet on a regular basis due to distance, time constraints, and availability of multiple employers in the immediate area. Next year we are implementing a new advisory meetings with a Career Pathways focus. This will bring together multiple programs under one pathway that overlap within an industry. This should enhance ability to cross train and ensure students have other options in Career Pathway of their interest. We will also be looking at allowing participants to call into the advisory meetings.</p>

3.22 How satisfied are employers in the preparation of the program's graduates?	Employers are very much satisfied in preparation of program graduates.
3.23 How is employer satisfaction information collected?	Discussions with internship supervisors. We will be developing a more formal data collection process for employer satisfaction.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	After the review of this program and programs at other institutions, this program of study will be closely monitored FY17-FY18. If the program does not show improvement and major change in job demand, the program of study will be recommended for withdrawal.

List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.

Retention and placement continues to be a barrier with a steady decline in employment in this field due to technological advances (a switch from transcribing to speech recognition). Knowledge of speech recognition software and editing will allow transcriptionists to become “documentation editors and correctionists”. Decline is also noted in the industry due to outsourcing of transcription to other countries.

**Data Analysis for CTE Program Review**

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

CTE Program	<b>SEC 2104 Medical Transcription (one-year certificate) HIT 2175 Medical Transcriptionist (less-than-one-year certificate)</b>				
CIP Code	<b>5107-18</b>				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	4	4	1	3	3
Completion Rate	25%	25%	100%	0%	0%
Other (Please identify)					
How does the data support the program goals? Elaborate.	This program meets the goals of preparing students to enter the workforce in the Medical Transcription field. However, completion is an issue due to the declining employment in the field. This program is being monitored during FY17 for potential withdrawal.				
What disaggregated data was reviewed?	In addition to program enrollment and completion rate, SEC 2104 and HIT 2175 enrollment was subdivided by gender and ethnicity. That data was then cross referenced with the same demographic information for the entire college. Completer data was also subdivided into the same demographic variables and also cross referenced to college completer data.				
Were there gaps in demographic data? 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. The college is currently upgrading to a new ERP				

	system, which should make data collection easier and much more readily available.
What is the college doing to overcome any aforementioned equity gaps?	At this time the college is taking steps to review all data for all programs including the gaps mentioned above. Moving forward with our new ERP system that went live in fall 2017, we will begin to collect more demographic data and will continue to improve data collection methods.
Are the students served in this program representative of the college? Please explain.	According to the disaggregated data, the students served in this program lean more female than the college as a whole when measured over the current 5-year program review. However, the current trends for these two programs indicates a higher percentage of female students.
Are the students served in this program representative of the district? Please explain.	Yes. The students served in this program match the demographic data for job projection for the district as provided by the Illinois Department of Employment Security.
<b>Review Results</b>	
<b>Action</b>	<input type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input checked="" type="checkbox"/> Other – recommended for further review for FY17
<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	After the review of this program and programs at other institutions, this program of study will be closely monitored FY17.
<b>Intended Action Steps</b> 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 job demand, the program of study will be recommended for withdrawal in FY18.

<b>Career &amp; Technical Education</b>				
College Name:		Shawnee Community College 53101		
Fiscal Year in Review:		FY2012 – FY2016		
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
<b>MTP 2141 Massage Therapy</b>	<b>20</b>	<b>34</b>	<b>513501</b>	<b>Not applicable</b>
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.				
<b>Program Objectives</b> What are the overarching objectives/goals of the program?		Introduce the massage therapy student to the basic principles and techniques of massage therapy, teach how to communicate professionally and practice massage therapy safely and ethnically.  The Massage Therapy certificate (34-hour) program prepares students for careers in the Health Science Technology pathway into Health Science: Therapeutic Services.		
To what extent are these objectives being achieved?		100%		
<b>Past Program Review Action</b> What action was reported last time the program was reviewed?		Continued with minor improvements		
<b>CTE Program Review Analysis</b>				
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.				
List all pre-requisites for this program (courses, placement scores, etc.).		There are no minimum placement scores or courses for this program of study.		
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).		See attached - Appendix		

<p>Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>The program hours meet the requirements for State licensure in Illinois, Kentucky and Missouri.</p>
<p><b>Indicator 1: Need</b></p>	<p><b>Response</b></p>
<p>1.1 How strong is the occupational demand for the program?</p>	<p>Demand continues to increase in the program area. U.S. Bureau of Statistics project a 22% growth pattern from 2014-2024, which is being reported as much faster than the average of all occupations.</p> <p>Employment Projections for the U.S. BLS News Release dated December 17, 2015) employment projections for 2014-2024 indicate that for all healthcare support occupations a projected increase of 23%.</p> <p>State of Illinois Occupational Employment Projections (2012-2022) indicates a 16.3% increase which is lower than average with border states of Kentucky (28.5% increase) and Missouri (14.9% increase).</p>
<p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p>	<p>Demand has continued to increase in the program area due to the awareness of healthcare providers seeing the benefits of massage therapy by helping treat pain and improve overall wellness and including massage into a client's treatment plan.</p>
<p>1.3 What is the district and/or regional need?</p>	<p>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 30% increase and LWA 25 is much higher at a 33.3% increase.</p>
<p>1.4 How will students be recruited for this program?</p>	<p>Students are recruited through Shawnee Community College community events, newspaper and print materials, Career Tech Day, Shawnee Experience, and various other recruiting events.</p>
<p>1.5 Where will students be recruited from?</p>	<p>Students are recruited within the counties making up the Shawnee Community College district – Alexander, Johnson, Massac, Pulaski, and Union.</p>
<p>1.6 Did the review of program need result in actions or modifications? Please explain.</p>	<p>In Fall of 2013, program had to increase minimum hours to 600 to meet the State of Illinois licensing requirements. Three credit hour Kinesiology course was added to the Summer 2014 semester. For Fall 2015, course modifications were made to reduce material redundancy and align classes to meet course objectives</p>
<p><b>Indicator 2: Cost Effectiveness</b></p>	<p><b>Response</b></p>

2.1 What are the costs associated with this program?	Cost associated with program our salaries, benefits, supplies and copier.
2.2 How does the cost compare to other programs on campus?	The average five-year direct cost per student is -\$149.19. The cost of operating this program in comparison to other programs make it cost effective at this time.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	This program of study is fully institutionally funded.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	Not applicable to this program of study.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	At this time, the review has not resulted in modification in regards to program cost.
<b>Indicator 3: Quality</b>	<b>Response</b>
3.1 What are the program's strengths?	Small class size gives more individualize teaching. School year is spanned over 3 semesters, not 2. Instructors keep on top of current trends in massage field through continuing education. Since 2014, 100% of graduates have passed their licensing exam.
3.2 What are the identified or potential weaknesses of the program?	High turnover in instructors. Low enrollment. Program schedule does not accommodate traditional students to attend. Too many hours in 1 day. Lack of marketing of the program, especially on the Internet.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Traditional, hands-on teaching and learning
3.4 How does this program fit into a career pathway?	The Massage Therapy certificate (34-hour) program prepares students for careers in the Health Science Technology pathway into Health Science: Therapeutic Services.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	At this time, the program follows the curriculum as most surrounding institutions.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	At this time, there are no dual credit offerings in this program of study.

3.7 What work-based learning opportunities are available and integrated into the curriculum?	Clinic hours in the 2 <sup>nd</sup> and 3 <sup>rd</sup> semesters are completed in nursing homes, State of Illinois Veteran's home in Anna, Illinois and to the public at the various Shawnee Community College extensions sites.
3.8 Is industry accreditation required for this program?	There is no industry accreditation required for this program.
3.9 Are industry-recognized credentials offered? If so, please list.	There are no industry-recognized credentials for this program of study.
3.10 Is this an apprenticeship program? If so, please elaborate.	There is no apprenticeship for this program of study.
3.11 If applicable, please list the licensure examination pass rate.	100% pass rate since 2014
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	There are no current articulation or cooperative agreements/initiatives for this program of study.
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?	There have not been any new partnerships formed since the last review.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	1:5
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Adjunct Massage therapy instructors must complete 24 hours of continuing education every 2 years.
3.16 What is the status of the current technology and equipment used for this program?	Massage tables and massage chairs have not been replacement. Three pneumatic stools and table warmers were purchased in August of 2014.
3.17 What assessment methods are used to ensure student success?	Shawnee Community College's core competencies are achieved by various methods of assessment such as hands on practicum, client intake-assessments and return demonstrations, etc.
3.18 How satisfied are students with their preparation for employment?	Students that have passed their licensing exam since 2014, have also reported to adjunct faculty that they are employed.

<p>3.19 How is student satisfaction information collected?</p>	<p>Shawnee Community College gives online course evaluations to all students before grades can be accessed.</p>
<p>3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)</p>	<p>This program has had limited employer engagement. As we move forward with a new advisory process and look at program changes, we will be formalizing a more consistent relationship with employers.</p>
<p>3.21 How often does the program advisory committee meet?</p>	<p>Advisory committee does not meet on a regular basis due to distance, time constraints, and availability of multiple employers in the immediate area. Next year we are implementing a new advisory meetings with a Career Pathways focus. This will bring together multiple programs under one pathway that overlap within an industry. This should enhance ability to cross train and ensure students have other options in Career Pathway of their interest. We will also be looking at allowing participants to call into the advisory meetings.</p>
<p>3.22 How satisfied are employers in the preparation of the program's graduates?</p>	<p>Based on employer communication, they are very satisfied in preparation of the program's graduates.</p>
<p>3.23 How is employer satisfaction information collected?</p>	<p>Employer communication. We will be developing a more formal data collection process for employer satisfaction.</p>
<p>3.24 Did the review of program quality result in any actions or modifications? Please explain.</p>	<p>Moved Massage Therapy program to one of the College's extension center with the intention to increase enrollment and to attract students from Kentucky area.</p>

List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.

**Data Analysis for CTE Program Review**

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

CTE Program	<b>MTP 2141 Massage Therapy (one-year certificate)</b>				
CIP Code	<b>5135-01</b>				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	23	16	4	4	4
Completion Rate	39%	31%	25%	50%	75%
Other (Please identify)					
How does the data support the program goals? Elaborate.	This program meets the goals of preparing students to enter the workforce in the Massage Therapy field and has steady completion rate. This program requires a lot of contact hours to meet the state requirements. We have moved this program to Metropolis for Fall 2017 to help with enrollment and completion.				
What disaggregated data was reviewed?	In addition to program enrollment and completion rate, MTP 2141 enrollment was subdivided by gender and ethnicity. That data was then cross referenced with the same demographic information for the entire college. Completer data was also subdivided into the same demographic variables and also cross referenced to college completer data.				
Were there gaps in demographic data? 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. The college is currently upgrading to a new ERP system, which should make data collection easier and much more readily available.				

<p>What is the college doing to overcome any aforementioned equity gaps?</p>	<p>At this time the college is taking steps to review all data for all programs including the gaps mentioned above. Moving forward with our new ERP system that went live in fall 2017, we will begin to collect more demographic data and will continue to improve data collection methods.</p>
<p>Are the students served in this program representative of the college? Please explain.</p>	<p>According to the disaggregated data, the students served in this program lean more female than the college as a whole when measured over the current 5-year program review. However, the current trends for these two programs indicates a higher percentage of female students.</p>
<p>Are the students served in this program representative of the district? Please explain.</p>	<p>Yes. The students served in this program match the demographic data for job projection for the district as provided by the Illinois Department of Employment Security.</p>
<p><b>Review Results</b></p>	
<p><b>Action</b></p>	<p> <input checked="" type="checkbox"/> Continued with Minor Improvements  <input type="checkbox"/> Significantly Modified  <input type="checkbox"/> Placed on Inactive Status  <input type="checkbox"/> Discontinued/Eliminated  <input type="checkbox"/> Other (please specify)         </p>
<p><b>Summary Rationale</b> Please provide a brief rationale for the chosen action.</p>	<p>This program is being relocated to an extension center and will have increased marketing of the career opportunities. The program will be closely monitored and further reviewed in FY19.</p>
<p><b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<p>Starting FY18 this program is being offered at Shawnee Community College Metropolis Extension Center. This decision was made based on the center being located in a more central populated area for this industry. This did prove to increase enrollment to six students for FY18.</p>

<b>Academic Disciplines</b>	
College Name:	Shawnee Community College 53101
Fiscal Year in Review:	FY2012 – FY2016
Discipline Area:	Written Communication – ENG 111 and ENG 112
<b>Review Summary</b>	
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.	
<p><b>Program Objectives</b> What are the objectives/goals of the discipline?</p>	<p>To provide students with critical thinking on argumentative topics/problems, to locate/document reliable sources, and to comprehend/develop perspectives on arguments. ENG 111 and ENG 112 were selected for review because they affect nearly every program and are IAI courses.</p>
<p>To what extent are these objectives being achieved?</p>	<p>Over 75% of students taking English, earn a “C” or better in our courses.</p>
<p>How does this discipline contribute to other fields and the mission of the college?</p>	<p>Writing communication emphasizes research skills, critical thinking and writing skills which are needed in the workforce or at the next academic level. Additionally, written communication aims at improving proficiency with MLA documentation.</p> <p>Written Communicate provides a foundation needed for all programs of study. All students seeking an Associate of Arts, Associate of Science, Associate of General Studies, and/or Associate of Applied Science are required to successfully complete ENG 111 and ENG 112. This aligns with the mission of Shawnee Community College in providing a quality education.</p>
<p><b>Prior Review Update</b> Describe any quality improvements or modifications made since the last review period.</p>	<p>More researching strategies and technologies have been and are still being implemented into the composition classroom.</p> <p>Dual credit oversight has increased since the last review and we strive to continue improving a strong mentoring relationship with the local high school teachers. Syllabi have been updated to the assessment format to reflect the core competencies.</p>

<b>Review Analysis</b>	
<p>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.</p>	
<b>Indicator 1: Need</b>	<b>Response</b>
1.1 What mechanisms are in place to determine programmatic needs/changes for AA, AS, AFA, and AES academic programs? How are programmatic needs/changes evaluated by the curriculum review committee and campus academic leadership?	<p>End of semester assessments and student evaluations assist in determining changes for future semesters. Advisory meetings are held within the specific disciplines and also the general education courses are reviewed during each program review.</p>
1.2 How will students be informed or recruited for this program?	<p>Students are provided information on English courses throughout the semester with activities such as Shawnee Experience Day. Additionally, the course catalog is online for prospective students to gather course information.</p>
<b>Indicator 2: Cost Effectiveness</b>	<b>Response</b>
2.1 What are the costs associated with this discipline?	<p>The costs associated with this discipline include full-time and part-time instructional salaries, benefits, supplies, copier, and professional development.</p>
2.2 What steps can be taken to offer curricula more cost-effectively?	<p>The most controllable way of managing cost is maximizing the seats in section and reducing overload cost for instruction. At this current time ENG 111 – English Composition I and ENG 112 – English Composition II are offered as dual credit in five of twelve district high schools. Tuition is waived for dual credit and in return, we do not have instructional cost. The instructional cost is absorbed by the school district in their teachers’ annual salary. Another way we work to reduce cost is the utilization of interactive video courses with the extensions centers.</p>
2.3 Is there a need for additional resources?	<p>The English faculty have identified needs for the following resources:</p> <ol style="list-style-type: none"> <li>1) additional full-time faculty</li> <li>2) updated computer technologies for the Writing Lab</li> <li>3) greater opportunities for off campus learning/development for students as well as faculty members.</li> </ol>
<b>Indicator 3: Quality</b>	<b>Response</b>

3.1 Are there any alternative delivery methods of this program? (e.g. online, flexible-scheduling, accelerated, team teaching, etc.)?	Online delivery of English 111 and 112
3.2 If the college delivers the course in more than one method, does the college compare success rates of each delivery method? If so, how?	Yes, through end of semester assessment process
3.3 What assessments does the program use to measure full-time and adjunct instructor performance in the classroom?	Faculty (full-time and adjuncts) are assessed through classroom observations, student evaluations, and an artifact collection process.
3.4 How does the program identify and support at-risk students?	Faculty work with Student Support Services and use technologies such as Early Alert to help identify at-risk students.
3.5 To what extent is the program integrated with other instructional programs and services?	The composition sequence is required for most programs/degrees/and certificates offered at Shawnee Community College.
3.6 What does the program review when developing or modifying curriculum?	The review consists of reassessing our objectives, class material, and textbooks to make sure that students are receiving learning that pertains to their future goals.
3.7 When a course has low retention and/or success rates, what is the process to address these issues?	Faculty meetings provide opportunities to brainstorm possible retention strategies as well as to learn from Student Support Services personnel about student/community dynamics which might account for the lower rates.

List any barriers encountered while implementing the program.

For many students, our online classes present difficulties. Student need to be fully advised at the rate (speed), access (availability of technology), and proficiency of computer skills that are needed before signing up for online English classes.

**Data Analysis for Academic Disciplines**

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

<b>Academic Discipline Area</b>	Written Communication
<b>Course Title</b>	ENG 111 – English Composition I
<b>Course Description</b>	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.

**SCC REVIEW FY17**

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	574	524	511	461	393
Credit Hours Produced	1722	1572	1533	1383	1179
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	66%	68%	70%	63%	64%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	C1 900	C1 900	C1 900	C1 900	C1 900
How does the data support the discipline or course goals? Elaborate.	The average of 66% success rate over the last five years is lower than anticipated average of 75%. The implementation of more research and technology into the composition classrooms should help increase the success rate.				
What disaggregated data was reviewed?	In addition to program enrollment and completion rate, ENG 111 enrollment was subdivided by gender and ethnicity. That data was then cross referenced with the same demographic information for the entire college. Completer data was also subdivided into the same demographic variables and also cross referenced to college completer data.				
Were there gaps in demographic data? 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. The college is currently upgrading to a new ERP system, which should make data collection easier and much more readily available.				
<b>Academic Course Review Results</b>					
<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Review course descriptions to ensure that content and class goals align. Continue to analyze course prerequisites to determine any change that would increase student success.				
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	The program is vital as a foundational course for all academic students. Additionally, the skills acquired in the composition sequence are essential skills needed in the workforce. With continued assessment and program reviews, our composition sequence can continue to educate our students.				

<b>Resources Needed</b>	The English faculty have identified needs for the following resources: 1) additional full-time faculty 2) updated computer technologies for the Writing Lab 3) greater opportunities for off campus learning/development for students as well as faculty members.				
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	Lead instructors are responsible for ensuring that new strategies are implemented in the classroom.				
<b>Data Analysis for Academic Disciplines</b>					
Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.					
<b>Academic Discipline Area</b>	Written Communication				
<b>Course Title</b>	ENG 112 – English Composition II				
<b>Course Description</b>	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.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	396	432	355	338	275
Credit Hours Produced	1188	1296	1065	1214	825
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	69%	64%	66%	66%	68%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	C1 901R	C1 901R	C1 901R	C1 901R	C1 901R
How does the data support the discipline or course goals? Elaborate.	The average of 66% success rate over the last five years is lower than anticipated average of 75%. The implementation of more research and technology into the composition classrooms should help increase the success rate.				
What disaggregated data was reviewed?	In addition to program enrollment and completion rate, ENG 112 enrollment was subdivided by gender and ethnicity. That data was then cross referenced with the same demographic information for				

	the entire college. Completer data was also subdivided into the same demographic variables and also cross referenced to college completer data.
Were there gaps in demographic data? 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. The college is currently upgrading to a new ERP system, which should make data collection easier and much more readily available.
<b>Academic Course Review Results</b>	
<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Review course descriptions to ensure that content and class goals align. Continue to analyze course prerequisites to determine any change that would increase student success.
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	The program is vital as a foundational course for all academic students. Additionally, the skills acquired in the composition sequence are essential skills needed in the workforce. With continued assessment and program reviews, our composition sequence can continue to educate our students.
<b>Resources Needed</b>	The English faculty have identified needs for the following resources: 1) additional full-time faculty 2) updated computer technologies for the Writing Lab 3) greater opportunities for off campus learning/development for students as well as faculty members.
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	Lead instructors are responsible for ensuring that new strategies are implemented in the classroom.

<b>Academic Disciplines</b>	
College Name:	Shawnee Community College 53101
Fiscal Year in Review:	FY2012 – FY2016
Discipline Area:	Oral Communication - Speech
<b>Review Summary</b>	
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.	
<b>Program Objectives</b> What are the objectives/goals of the discipline?	To prepare students to be knowledgeable, responsible, and effective communicators in both professional and personal situations. SPC 111 was selected for review because it affect nearly every program and is an IAI course.
To what extent are these objectives being achieved?	75-80% of students taking communication courses earn a C or better for the course. Students have also indicated on evaluations that these courses have made them more prepared for their careers and have helped them in their personal relationships.
How does this discipline contribute to other fields and the mission of the college?	Oral Communication is one of SCC’s Core Competencies, and the skills attained in these courses prepare the student to give presentations, lead group discussions, and better participate in other classes. Good communication skills are vital in all fields, and enable the student to excel beyond graduation in any role where he/she may have to lead a team, give instructions, or in any other way clearly communicate information to others.
<b>Prior Review Update</b> Describe any quality improvements or modifications made since the last review period.	More video has been used as an educational supplement. SpeechGrader Software being used to assess speech presentations more quickly and concisely.
<b>Review Analysis</b>	
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.	
<b>Indicator 1: Need</b>	<b>Response</b>
1.1 What mechanisms are in place to determine programmatic needs/changes for AA, AS, AFA, and AES academic programs? How are programmatic needs/changes evaluated by the curriculum review committee and campus academic leadership?	End of semester assessment processes are in place for each course to determine needs and changes for the following semester. Advisory meetings are held within the specific disciplines and also the general education courses are reviewed during each program review.

1.2 How will students be informed or recruited for this program?	Information is given during our yearly recruitment activity, Shawnee Community College Day, and through information requested by potential students.
<b>Indicator 2: Cost Effectiveness</b>	<b>Response</b>
2.1 What are the costs associated with this discipline?	The costs associated with this discipline include full-time and part-time instructional salaries, benefits, supplies, copier, and professional development.
2.2 What steps can be taken to offer curricula more cost-effectively?	The most controllable way of managing cost is maximizing the seats in section and reducing overload cost for instruction. Another way we work to reduce cost is the utilization of interactive video courses with the extensions centers.
2.3 Is there a need for additional resources?	Not at this time.
<b>Indicator 3: Quality</b>	<b>Response</b>
3.1 Are there any alternative delivery methods of this program? (e.g. online, flexible-scheduling, accelerated, team teaching, etc.)?	Course is offered traditional face-to-face and online.
3.2 If the college delivers the course in more than one method, does the college compare success rates of each delivery method? If so, how?	Yes, through end of semester assessment processes.
3.3 What assessments does the program use to measure full-time and adjunct instructor performance in the classroom?	Student evaluations as well as supervisor evaluations.
3.4 How does the program identify and support at-risk students?	Our Student Support Services and other Campus entities aid the program in this matter.
3.5 To what extent is the program integrated with other instructional programs and services?	SPC 111 is a required course for most degree plans.
3.6 What does the program review when developing or modifying curriculum?	We look at delivery methods for programs and placement in the programs. It has been recommended that SPC 111 be placed within the first year of programs to better prepare students for class presentations in other courses.
3.7 When a course has low retention and/or success rates, what is the process to address these issues?	Final grades, specific assignment grades, pre-requisites, textbook content, relevance of subject matter.

List any barriers encountered while implementing the program.

Access and utilization of technology for online courses within the program still remain a barrier to many students.

Large numbers of students in basic public speaking course hinders conducting more practical student learning activities, as most of the class time is spent either learning the content, or delivering speeches.

**Data Analysis for Academic Disciplines**

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

<b>Academic Discipline Area</b>	Oral Communication				
<b>Course Title</b>	SPC 111 – Speech				
<b>Course Description</b>	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.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	379	372	333	303	266
Credit Hours Produced	1137	1116	999	929	798
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	54%	58%	65%	67%	62%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	C2 900	C2 900	C2 900	C2 900	C2 900
How does the data support the discipline or course goals? Elaborate.	The five-year average of 61.2% success rate is lower than anticipated. The plan to ensure students are fully aware of the course requirements, especially online sections, should help increase the success rate of this course.				
What disaggregated data was reviewed?	In addition to program enrollment and completion rate, SPC 111 enrollment was subdivided by gender and ethnicity. That data was then cross referenced with the same demographic information for the entire college. Completer data was also subdivided into the				

	same demographic variables and also cross referenced to college completer data.
Were there gaps in demographic data? 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. The college is currently upgrading to a new ERP system, which should make data collection easier and much more readily available.
<b>Academic Course Review Results</b>	
<p><b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p>	<p>Review course descriptions to ensure class content and goals align. Analyze course prerequisites to determine any changes that would increase student success.</p> <p>Starting Spring 2018 we will be able to place a statement on the online sections when printing student schedules. This will allow for further communication about the additional equipment and participation required for online sections.</p>
<p><b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>It was determined that the program is viable and needed for the college and community. Periodic assessments and review of courses is vital to continued success of students and is expected. It is recommended by the lead instructor to ensure students understand the additional equipment and participation requirements for when the course is offered online.</p>
<p><b>Resources Needed</b></p>	<p>No additional resources are needed at this time.</p>
<p><b>Responsibility</b> Who is responsible for completing or implementing the modifications?</p>	<p>Lead instructors are responsible for ensuring that new strategies are implemented in the classroom.</p>

## **Student and Academic Services Services Review**

- Admissions and Recruiting
- Registration and Records

<b>Student and Academic Support Services</b> The ICCB Program Review requires each college to submit a statement of the review of student and academic support services that the college completed during the year. A completed and comprehensive review will likely be between <b>4 – 8 pages in length.</b>	
College Name:	Shawnee Community College
Fiscal Year in Review:	FY2012 – FY2016
Review Area:	<b>ADMISSIONS AND RECRUITMENT</b>
<b>Program Summary</b> Please provide a brief summary of the function of the program.	The Admissions and Recruitment department are responsible for creating mechanisms to attract and admit students to the college. Admissions and Recruitment have historically always been under the Admissions and Advisement umbrella, with staff serving as both recruiters and advisors.
<b>Prior Review Update</b> Describe any quality improvements or modifications made since the last review period.	<ul style="list-style-type: none"> <li>• Direct involvement in the beginning phases of an Enterprise Resource Planning (ERP) conversion from Jenzabar to Colleague.</li> <li>• Creation and maintenance of all degree audits to be used by students, faculty and advisors that are available on the website.</li> <li>• Designed a more thorough letter flow to prospective students to be implemented in Colleague</li> <li>• Designed greater prospect tracking to be implemented into Colleague</li> <li>• Completed the archiving of all inactive student records into a digital storage system</li> </ul> <p>Creating the possibility for students to order academic transcripts online with a credit card so they don't have to travel to campus or wait for transcripts to arrive via US Mail. Transcripts are now sent electronically as often as possible.</p>

<p>What are the identified or potential weaknesses of the program?</p>	<ul style="list-style-type: none"> <li>• Inquiries to the college are not fully automated and there is a need for follow-through to close the loop on recruitment in general.</li> <li>• Due to the antiquated Enterprise Resource Planning (ERP), the department is unable to quantify prospects, especially non-traditional students.</li> <li>• The Enrollment plan needs to incorporate a strategy to include non-traditional students</li> <li>• Lack of funding for non-traditional students (WIOA funding is limited)</li> <li>• The Early Alert System (EAS) for students who have been identified as at risk needs to have a director who is a retention specialist to develop a comprehensive retention plan.</li> </ul>
<p>What are the program’s strengths?</p>	<ul style="list-style-type: none"> <li>• All district high schools have an assigned recruiter from the college</li> <li>• Weekly meetings for recruiters to collectively communicate regarding programs, upcoming changes, upcoming programs and enrollment strategies.</li> <li>• Open ongoing communication between off-campus recruiters and the Dean of Students.</li> </ul>
<p><b>Rationale</b> Detail all major findings resulting from the current review.</p>	<p>Admissions and Recruitment has historically been a part of the Student Services division, but consistent low enrollment and declining economic developments has necessitated implementing a comprehensive enrollment management plan that will include an assessment of all environments affecting the college. A major investment in the College’s admission processes has been made in the purchase of an up-to-date Enterprise Resource Planning (ERP) that will take the college from using “green screen” software (Jenzabar) to the state of the art software (Ellucian’s Colleague).</p>

**Intended Action Steps**

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

- Online admissions process to facilitate student enrollment (Fall 2018).
- Complete the conversion to Colleague (Fall 2018).
- Implementation of Communications Management to better communicate with students and prospects. (Fall 2018)
- 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. (Spring 2018)
- Develop a component within the comprehensive enrollment plan to recruit and retain non-traditional students. (Spring 2018)
- Revision of advising practices. (Spring 2018)
- Reconstruct the Early Alert System. (Spring 2018)

<b>Student and Academic Support Services</b> The ICCB Program Review requires each college to submit a statement of the review of student and academic support services that the college completed during the year. A completed and comprehensive review will likely be between <b>4 – 8 pages in length.</b>	
College Name:	Shawnee Community College
Fiscal Year in Review:	FY2012 – FY2016
Review Area:	<b>RECORDS AND REGISTRATION</b>
<b>Program Summary</b> Please provide a brief summary of the function of the program.	Registration and Records oversees the maintenance of student records for the college. The department has a Record's Clerk, Registrar and Dean of Student Success and Services. The Record's Clerk also verifies the accuracy of student data for reporting purposes. The Registrar evaluates graduation three times per year as well as regular Clearinghouse reporting.
<b>Prior Review Update</b> Describe any quality improvements or modifications made since the last review period.	<ul style="list-style-type: none"> <li>• Direct involvement in the beginning phases of an ERP conversion from Jenzabar to Colleague.</li> <li>• Creation and maintenance of all degree audits to be used by students, faculty and advisors that are available on the website.</li> <li>• Design of Student Planning that will include curriculum tracks so students have a template to follow as they register each semester.</li> <li>• Additionally, instruction can use these curriculum tracks to identify courses that are needed by the student body prior to schedule development.</li> </ul>
What are the identified or potential weaknesses of the program?	<ul style="list-style-type: none"> <li>• Antiquated digital filing system that is not compatible with newer versions of Windows, which inhibits access for front-line users. Further, this system is not available to off-campus sites.</li> <li>• Due to grant restrictions, there is a gulf between federal grant program advisors and institutional advisors.</li> </ul>

<p>What are the program's strengths?</p>	<ul style="list-style-type: none"> <li>• Dedicated advisement to each student</li> <li>• Degree audits completed with each student at each enrollment period</li> <li>• Career exploration and academic as well as career goals are discussed at each enrollment experience.</li> <li>• Ongoing compliance with FERPA</li> <li>• Cooperative working relationship with the Instructional Division, including input on class scheduling, feedback on course requisites, course flow and communication.</li> <li>• Ability for students to request and send transcripts electronically which saves time, travel and dollars.</li> </ul>
<p><b>Rationale</b> Detail all major findings resulting from the current review.</p>	<p>Records and Registration works collaboratively with the rest of the college to meet the needs of the students. The staff in the Registrar's Office maintains student data and verifies the accuracy, which ensures that there are minimal audit findings and/or ICCB audit exceptions that cost the college money in un-fundable hours. Likewise, Records and Registration works closely with IT to make sure that registration processes are at peak efficiency for the student.</p>
<p><b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p>	<ul style="list-style-type: none"> <li>• Complete the conversion to Colleague (Fall 2018)</li> <li>• Yearly catalog makes programs/advising more timely with fewer drastic changes. (Ongoing)</li> <li>• Enhanced degree audit availability through student planning, which will also create a closer alignment between advisement and completion (graduation)</li> </ul>

**Reporting Program Improvements and Changes  
Resulting From Other Planning and Quality  
Improvement Processes**

Not applicable for this review period. Majority of changes were reported in FY16 Program Review or during this review cycle.

# **Appendix**

## **Program Curriculum**

### **CIP 1101**

COM 2221 – Computer Systems & Security Specialist (Associate of Applied Science)

### **CIP 4301**

CJ 2119 – Criminal Justice (One-year certificate)

CJ 2120 – Criminal Justice (Associate of Applied Science)

### **CIP 4701**

ELT 2161 – Basic Electricity (Less-than-one year certificate)

### **CIP 5107**

HIT 2174 – Medical Coder (Less-than-one year certificate)

HIT 2224 – Medical Coding Specialist (One-year certificate)

HIT 2176 – Medical Biller (Less-than-one year certificate)

MRS 2102 – Medical Office Assisting (One-year certificate)

HIT 2175 – Medical Transcriptionist (Less-than-one year certificate)

SEC 2014 – Medical Transcription (One-year certificate)

### **CIP 5135**

MTP 2141 – Massage Therapy (One-year certificate)

CIP 1101

**COM 2221 – Computer Systems & Security Specialist  
Associate of Applied Science – 65 hours**

The computer systems and security specialist degree includes training in the areas of programming, logic, analysis and design, computer operations, operating systems, database, data communications, advanced computer application packages, networks, security and assurance of system functionality. The curriculum will give the student a thorough background in computers, which is required to compete in today's business, industry, and government job environments. The student will be trained through classroom experience, "hands-on" computer operations, and practical applications.

First Year

FALL SEMESTER		Credit Hours
BUS 210	Principles of Management	3
COM 111	Business Computer Systems	4
COM 201	Windows Operating Systems	1
COM 218	Security+ Certification	3
COM 225	Systems Analysis	3
MAT 110 or MAT 210	General Education Mathematics or General Elementary Statistics	4
<b>TOTAL HOURS</b>		<b>18</b>

Second Year

FALL SEMESTER		Credit Hours
COM 189	Networking Technologies	3
COM 227	Database Management Systems	3
COM 231	C-Programming	3
COM 244	A+ Certification	3
ENG 111	English Composition	3
<b>TOTAL HOURS</b>		<b>15</b>

SPRING SEMESTER		Credit Hours
COM 133	Linux Operating Systems & Network	2
COM 222	Computer Logic	3
COM 246	Introduction to Cybersecurity	3
COM 265	Command Prompt-Windows	2
COM 281	Microsoft Excel	2
SPC 111	Speech	3
<b>TOTAL HOURS</b>		<b>15</b>

SPRING SEMESTER		Credit Hours
BUS 225	Business Communication	3
COM 239	JAVA Programming	3
COM 241	Windows Server Networking	3
ECO 211 or ECO 212	Economics (Macro) or Economics (Micro)	3
PSY 211	Introduction to Psychology	3
COM 196	Computer Systems Internship	2
<b>TOTAL HOURS</b>		<b>17</b>

**Possible Career Opportunities**

Systems Analyst, Programmer Analyst, Business Systems Analyst, Computer Systems Analyst, Computer Systems Consultant, Computer Analyst, Information Systems Analyst (ISA), Applications Analyst, Business Analyst, Systems Engineer

**O\*NET Links:** [www.onetonline.org](http://www.onetonline.org)

SOC Codes: **15-1121.00**

**CIP 4301**

**CJ 2119 – Criminal Justice  
One-year certificate – 30 hours**

The criminal justice technology certificate program is designed to provide the student with basic background for employment for some law enforcement professions.

FALL SEMESTER		Credit Hours
CJ 111	Criminal Law I	3
CJ 123	Intro to Crime Control	3
CJ 125	Criminal Behavior	3
ENG 111 or ENG 124	English Composition I or Technical Communication I	3
CJ 113	Ethics in Criminal Justice	3
<b>TOTAL HOURS</b>		<b>15</b>

SPRING SEMESTER		Credit Hours
CJ 211	Criminal Law II	3
CJ 215	Introduction to Forensic Science	3
CJ 224	Juvenile Justice	3
ENG 112 or ENG 221	English Composition II or Technical Communication II	3
SOC 212	Sociology	3
<b>TOTAL HOURS</b>		<b>15</b>

**Possible Career Opportunities**

Police Officer, Patrolman, Patrol Officer, Police Patrol Officer, Public Safety Officer, Law Enforcement Officer, Officer, Detective, Investigator, Police Detective, Narcotics Detective, Narcotics Investigator, Sex Crimes Detective

**O\*NET Links:** [www.onetonline.org](http://www.onetonline.org)  
SOC Codes: **33-3021.01, 33-3051.01**

CIP 4301

**CJ 2120 – Criminal Justice  
Associate of Applied Science – 61 hours**

This two-year curriculum leads to an Associate of Applied Science degree in Criminal Justice Technology and is designed to provide the student with sufficient background and competencies required for employment in the law enforcement profession.

**First Year**

FALL SEMESTER		Credit Hours
CJ 111	Criminal Law I	3
CJ 123	Intro to Crime Control	3
CJ 125	Criminal Behavior	3
ENG 111 or ENG 124	English Composition I or Technical Communication I	3
CJ 113	Ethics in Criminal Justice	3
<b>TOTAL HOURS</b>		<b>15</b>

SPRING SEMESTER		Credit Hours
CJ 211	Criminal Law II	3
CJ 215	Introduction to Forensic Science	3
CJ 224	Juvenile Justice	3
ENG 112 or ENG 221	English Composition II or Technical Communication II	3
SOC 212	Sociology	3
<b>TOTAL HOURS</b>		<b>15</b>

**Second Year**

FALL SEMESTER		Credit Hours
COM 111	Business Computer Systems	4
CJ 213	Criminal Investigations	3
HLT 111	Health	2
MAT 110 or MAT 121	General Education Mathematics or Technical Mathematics	3/4
PSY 211	Introduction to Psychology	3
<b>TOTAL HOURS</b>		<b>15/16</b>

SPRING SEMESTER		Credit Hours
CJ 201	Introduction to Private Security	3
CJ 223	Introduction to Corrections	3
SEM 200	Career Decision Making	3
SPC 210	Interpersonal Communication	3
	Science Elective	4
<b>TOTAL HOURS</b>		<b>16</b>

Note: Students seeking a career in Criminal Justice (specifically law enforcement or corrections) are advised that when seeking employment, most agencies will require an extensive background investigation and physical fitness test. Students are required to pass a basic physical fitness test (the physical test used by Illinois police agencies and academies is the Peace Officer Wellness Evaluation Report (POWER) test). Students who have been convicted of a felony are typically excluded from employment.

Sciences AS: 3 courses with a minimum of 10 Hours. Must include at least 1 life and 1 physical At least one class must contain a lab

Life Sciences

- \_\_\_ BIO 111 – Intro to Biology
- \_\_\_ BIO 115 – Human Biology
- \_\_\_ BIO 211 – Ecology
- \_\_\_ BIO 213 – Botany
- \_\_\_ BIO 216 – Survey of the Animal Kingdom

Physical Sciences

- \_\_\_ AST 111 – Introduction to Astronomy
- \_\_\_ CHE 111 – Inorganic, Organic and Biochemistry I
- \_\_\_ CHE 114 – Inorganic Chemistry
- \_\_\_ GEO 213 – Geology
- \_\_\_ GEO 215 – Intro to Environmental Geology

- \_\_\_ GRY 214 – Intro to Physical Geography
- \_\_\_ PHY 116 – College Physics I
- \_\_\_ PHY 120 – Intro to Real World Physics
- \_\_\_ PHY 216 – University Physics I

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**Possible Career Opportunities**

Police Officer, Patrolman, Patrol Officer, Police Patrol Officer, Public Safety Officer, Law Enforcement Officer, Officer, Detective, Investigator, Police Detective, Narcotics Detective, Narcotics Investigator, Sex Crimes Detective

**O\*NET Links:** [www.onetonline.org](http://www.onetonline.org)  
**SOC Codes:** **33-3021.01, 33-3051.01**

**CIP 4701**

**ELT 2161 – Basic Electricity  
Less-than-one year certificate – 17 hours**

This certificate will provide basic knowledge to install, operate, and maintain basic residential wiring.

		<b>Credit Hours</b>
BEL 161	Basic Electricity I	3
BEL 162	Basic Electricity II	3
BEL 163	Conduit Bending and Fabrication	2
BEL 164	Electrical Safety	2
BEL 165	Residential Wiring	3
BEL 166	Codeology	2
OSH 102	OSHA 30 Hour General Industry	2
<b>TOTAL HOURS</b>		<b>17</b>

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**Possible Career Opportunities**

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)

**O\*NET Links:** [www.onetonline.org](http://www.onetonline.org)

SOC Codes: **47-2111**

CIP 5107

**HIT 2174 – Medical Coder**  
**Less-than-one year certificate – 12 hours**

This less-than-one-year certificate is designed to provide the student with the knowledge and skills necessary for entry-level employment in a variety of health-related facilities as a medical coder.

FALL SEMESTER		Credit Hours
HIT 100	Medical Terminology	3
HIT 109	Introduction to Coding	2
<b>TOTAL HOURS</b>		<b>5</b>

SPRING SEMESTER		Credit Hours
HIT 104	Advanced Medical Terminology	3
HIT 209	Advanced Physician Coding	4
<b>TOTAL HOURS</b>		<b>7</b>

**HIT 2224 – Medical Coding Specialist**  
**One-year certificate – 33 hours**

This one-year curriculum is designed to provide the student with the knowledge and skills necessary for entry-level employment in a variety of health-related facilities as a medical coding specialist.

Graduates of the Medical Coding Specialist program are eligible to sit for the Certified Coding and Billing Specialist certification exam administered by the National Healthcare Association. Successful completion of the exam confers the title of Certified Coding and Billing Specialist (CBCS). Shawnee Community College is an approved testing site for the CBCS exam which is given two times a year (March and August)

FALL SEMESTER		Credit Hours
COM 111	Business Computer Systems	4
HIT 100	Medical Terminology	3
HIT 101	Introduction to Health Information Technology	3
HIT 109	Introduction to Coding	2
IMS 121	Beginning Keyboarding	3
<b>TOTAL HOURS</b>		<b>15</b>

SPRING SEMESTER		Credit Hours
BIO 212	Anatomy & Physiology	3
HIT 104	Advanced Medical Terminology	3
HIT 106	Principles of Insurance	3
HIT 107	Medical Office Procedures	4
HIT 111	Professionalism in the Medical Office	1
HIT 209	Advanced Physician Coding	4
<b>TOTAL HOURS</b>		<b>18</b>

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**Possible Career Opportunities**

Coder, Health Information Clerk, Health Information Specialist, Health Information Technician (Health Information Tech), Medical Records Analyst, Medical Records Clerk, Medical Records Coordinator, Medical Records Director, Medical Records Technician (Medical Records Tech), Registered Health Information Technician (RHIT)

**O\*NET Links:** [www.onetonline.org](http://www.onetonline.org)

SOC Codes: **29-2071.00**

**CIP 5107**

**HIT 2176 – Medical Biller  
Less-than-one year certificate – 11 hours**

This less-than-one-year certificate is designed to provide the student with the knowledge and skills necessary for entry-level employment in a variety of health-related facilities as a medical biller.

FALL SEMESTER		Credit Hours
HIT 100	Medical Terminology	3
HIT 109	Introduction to Coding	2
<b>TOTAL HOURS</b>		<b>5</b>

SPRING SEMESTER		Credit Hours
HIT 104	Advanced Medical Terminology	3
HIT 106	Principles of Insurance	3
<b>TOTAL HOURS</b>		<b>6</b>

**MRS 2102 – Medical Office Assisting  
One-year certificate – 32 hours**

This one-year curriculum is designed to provide the student with those skills necessary for entry-level employment in a medical or medical-related office.

FALL SEMESTER		Credit Hours
COM 111	Business Computer Systems	4
HIT 100	Medical Terminology	3
HIT 101	Intro to Health Info. Technology	3
HIT 105	Medical Transcription	3
HIT 109	Introduction to Coding	2
IMS 121	Beginning Keyboarding	3
<b>TOTAL HOURS</b>		<b>18</b>

SPRING SEMESTER		Credit Hours
ENG 124 or ENG 111	Technical Comm. I or English Composition I	3
HIT 104	Advanced Medical Terminology	3
HIT 106	Principles of Insurance	3
HIT 107	Medical Office Procedures	4
HIT 111	Professionalism in the Medical Office	1
<b>TOTAL HOURS</b>		<b>14</b>

**Possible Career Opportunities**

Coder; Health Information Clerk; Health Information Specialist; Health Information Technician; Medical Records Analyst; Medical Records Clerk; Medical Record Coordinator; Medical Record Director

**O\*NET Links:** [www.onetonline.org](http://www.onetonline.org)  
SOC Codes: 29-2071.00

**CIP 5107**

**HIT 2175 – Medical Transcriptionist  
Less-than-one year certificate – 19 hours**

This less-than-one-year certificate is designed to provide the student with the knowledge and skills necessary for entry-level employment in a variety of health-related facilities as a medical transcriptionist.

FALL SEMESTER		Credit Hours
COM 111	Business Computer Systems	4
HIT 100	Medical Terminology	3
HIT 105	Medical Transcription	3
IMS 121	Beginning Keyboarding	3
<b>TOTAL HOURS</b>		<b>13</b>

SPRING SEMESTER		Credit Hours
HIT 104	Advanced Medical Terminology	3
HIT 115	Medical Documentation Editing	3
<b>TOTAL HOURS</b>		<b>6</b>

**SEC 2014 – Medical Transcription  
One-year certificate – 31 hours**

This one-year curriculum is designed to provide the student with those skills necessary for entry-level employment in the medical field as a transcriptionist.

FALL SEMESTER		Credit Hours
COM 111	Business Computer Systems	4
ENG 124 or ENG 111	Technical Comm. I or English Composition I	3
HIT 100	Medical Terminology	3
HIT 105	Medical Transcription	3
IMS 121	Beginning Keyboarding	3
<b>TOTAL HOURS</b>		<b>16</b>

SPRING SEMESTER		Credit Hours
COM 280	Microsoft Word	2
HIT 104	Advanced Medical Terminology	3
HIT 111	Professionalism in the Medical Office	1
HIT 115	Medical Documentation Editing	3
IMS 122	Document Formatting	3
IMS 227	Office Information Processing I	3
<b>TOTAL HOURS</b>		<b>15</b>

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**Possible Career Opportunities**

Clinical Medical Transcriptionist, Documentation Specialist, Medical Language Specialist, Medical Secretary, Medical Transcriber, Medical Transcription, Medical Transcription Supervisor, Medical Transcriptionist, Radiology Transcriptionist, Transcriptionist

**O\*NET Links:** [www.onetonline.org](http://www.onetonline.org)  
**SOC Codes:** **31-9094.00**

**CIP 5135**

**MTP 2141 – Massage Therapy  
One-year certificate – 33 hours**

This curriculum is an intense program designed to introduce the student to the history, current trends, basic principles, and techniques of massage therapy. Students will explore ethical issues, laws and marketing strategies. This 645 hour program meets requirements for state licensure for Illinois, Kentucky, and Missouri.

FALL SEMESTER		Credit Hours
HLT 116	Nutrition	3
MTP 111	Introduction to Massage Therapy	3
MTP 112	Massage Therapy Anatomy I	3
MTP 113	Massage Therapy Techniques I	4
<b>TOTAL HOURS</b>		<b>13</b>

SPRING SEMESTER		Credit Hours
MTP 120	Massage Therapy Business Practices	1
MTP 121	Complementary Therapy Techniques	4
MTP 122	Massage Therapy Anatomy II	3
MTP 123	Advance Techniques in Massage Therapy	3
MTP 124	Massage Therapy Pathology	3
<b>TOTAL HOURS</b>		<b>14</b>

SUMMER SEMESTER		Credit Hours
MTP 130	Massage Therapy Techniques III	3
MTP 131	Massage Therapy Kinesiology	3
<b>TOTAL HOURS</b>		<b>6</b>

**Upon successful completion of the program, students are required to pass the Massage & Body Exam (MBLEx) for employment in this field of study.**

**Possible Career Opportunities**

Massage Therapist, Licensed Massage Therapist, Certified Massage Therapist (CMT), Licensed Massage Practitioner (LMP), Registered Massage Therapist, Bodywork Therapist, Clinical Massage Therapist, Hospice Massage Therapist

**O\*NET Links:** [www.onetonline.org](http://www.onetonline.org)

SOC Codes: **31-9011.00**



ICCB 5-Year Program Review Schedule					
Review Area	FY2018	FY2019	FY2020	FY2021	FY2022
Academic Disciplines	Mathematics	Physical and Life Sciences	Humanities and Fine Arts	Social and Behavioral Sciences	Communications
Student and Academic Support Services	Learning and Tutoring Centers	Financial Aid	Disability Services Counseling and Advising Library	Business Services	Admissions
	Career Centers and Job Placement			Athletics	Recruiting
				Student Activities	Registration and Records
Cross-Disciplinary Instruction	Remedial/ Developmental Mathematics	Remedial/ Developmental English Language Arts	Adult Education including ESL	Vocational Skills	
Career and Technical Education	<u>12 Personal and Culinary Services Cosmetology-1204</u> <b>COS 2128 Cosmetology Technology</b> <b>COS 2139 Cosmetology</b> <b>COS 2169 Cosmetology Instructor Training</b> <b>NLT 1128 Nail Technology</b>	<u>12 Personal and Culinary Services Mortuary Sci-1203</u>	<u>01 Agriculture, Agriculture Operations, and Related Sciences</u> Ag General-0100 Ag Business-0101 <b>AGR 2215 Agriculture Business &amp; Management</b> Ag Production-0103 Ag Services-0105 Horticulture-0106 <b>AGR 2216 Fish &amp; Wildlife Management</b> Animal Science-0109	<u>01 Agriculture, Agriculture Operations, and Related Sciences</u> Ag Mech-0102	<u>09 Communication, Journalism, and Related Programs</u>
	<u>16 Foreign languages, Literatures, and Linguistics</u>	<u>31 Parks, Recreation, Leisure, and Fitness Studies</u>	<u>03 Natural Resources and Conservation</u>	<u>41 Science Technologies</u>	<u>10 Communications Technologies and Support Services</u>

ICCB 5-Year Program Review Schedule

Review Area	FY2018	FY2019	FY2020	FY2021	FY2022
Career and Technical Education continued	<u>15 Engineering Technologies and Related Fields</u> Arch Eng-1501 Civil Eng-1502 <b>SUR 2189 Surveying Technician</b> Construction Tech-1510 CAD/CADD-1513 <b>CAD 2188 Computer Aided Drafting</b>	<u>15 Engineering Technologies and Related Fields</u> Quality Control-1507 Mech Eng-1508 Misc Eng-1511 <b>SUR 2187 Surveying</b>	<u>15 Engineering Technologies and Related Fields</u> Envirmt Control-1505 Nanotechnology-1516	<u>15 Engineering Technologies and Related Fields</u> Indust Prod-1506 Mining/Petroleum-1509	<u>15 Engineering Technologies and Related Fields</u> Electrical Eng-1503 Electromech/Maint Tech-1504 Computer Eng-1512
	<u>19 Family and Consumer Sciences/Human Sciences</u> Food / Nutrition-1905	<u>19 Family and Consumer Sciences/Human Sciences</u> Housing/Human Studies-1906	<u>19 Family and Consumer Sciences/Human Sciences</u> Gen Fam-1901 Family Studies-1904	<u>19 Family and Consumer Sciences/Human Sciences</u> Child Development/Early Childhood Ed-1907	<u>19 Family and Consumer Sciences/Human Sciences</u> Textiles-1909
	<u>46 Construction Trades</u> Const Mgt-4604 <b>IMT 2229 Industrial Maintenance Technician</b>	<u>46 Construction Trades</u> Plumbing-4605	<u>46 Construction Trades</u> Const Trades-4600 Integ Const Trades-4610	<u>46 Construction Trades</u> Mason, Tpsr-4601 Carpentry-4602	<u>46 Construction Trades</u> Electric & Pwr-4603

ICCB 5-Year Program Review Schedule					
Review Area	FY2018	FY2019	FY2020	FY2021	FY2022
	<p><u>47 Mechanic and Repair Technologies/Technicians</u> Prec Maint- 4704</p>	<p><u>47 Mechanic and Repair Technologies/Technicians</u> HVACR-4702 <b>HAC 2236 Heating Ventilation Air Conditioning Refrigeration</b> <b>HAC 2233 Basic Heating &amp; Air Conditioning</b></p>		<p><u>47 Mechanic and Repair Technologies/Technicians</u> Ind Equip-4703 Veh Repair-4706 <b>AUT 2016 Auto Body</b> <b>AUT 2158 Automotive Technician Assistant</b> <b>AUT 2186 Automotive Maintenance and Light Repair</b> <b>AUT 2256 Automotive Technician</b> <b>DSL 2187 Diesel Technology</b> Repair Tech-4799</p>	<p><u>47 Mechanic and Repair Technologies/Technicians</u> Electy/Electric-4701 <b>ELT 2161 Basic Electricity</b></p>

ICCB 5-Year Program Review Schedule					
Review Area	FY2018	FY2019	FY2020	FY2021	FY2022
	<u>51 Health Professions and Related Clinical Sciences</u> Dental-5106 Diagnostic-5109 <b>ORT 5199 Surgical Technology</b> Dietitian-5131	<u>51 Health Professions and Related Clinical Sciences</u> Med Lab-5110 <b>MLT 2204 Medical Lab Technician</b> Ophthal-5118	<u>51 Health Professions and Related Clinical Sciences</u> Nursing-513X <b>PN 2127 Practical Nursing</b> <b>RN 2227 Associate Degree Nursing</b> Health Aides-5126 <b>PN 2126 Certified Nurse Assistant</b> Alt Therapies-513X	<u>51 Health Professions and Related Clinical Sciences</u> Comm Disord-5102 Hlth Asst-5108 <b>OTA 2237 Occupational Therapy Assistant</b> Mental Health-5115	<u>51 Health Professions and Related Clinical Sciences</u> Heath Med Serv-5107 <b>HIT 2174 Medical Coder</b> <b>HIT 2175 Medical Transcription</b> <b>HIT 2176 Medical Biller</b> <b>HIT 2224 Medical Coding Specialist</b> <b>MRS 2102 Medical Office Assistant</b> <b>SEC 2104 Medical Transcription</b> Massage Therapy-5135 <b>MTP 2141 Massage Therapy</b>

ICCB 5-Year Program Review Schedule					
Review Area	FY2018	FY2019	FY2020	FY2021	FY2022
Career and Technical Education continued	<u>52 Business, Management, Marketing, and Related Support Services</u> Adm & Mgt-5202 <b>BUS 2210</b> Business Management <b>LOM 2129</b> Logistics Management <b>LOM 2132</b> International Logistics <b>LOM 2200</b> Logistics & Operations Adm Support-5204 <b>BUS 2212</b> Information Processing Management <b>IMS 2018</b> Office Assistant <b>IMS 2018</b> Information Processing <b>IMS 2209</b> Information Processing Technician <b>SEC 2207</b> Administrative Assistant Const Mgt-5220	<u>52 Business, Management, Marketing, and Related Support Services</u> Bus, Gen-5201 Acctng-5203 <b>ACC 2211</b> Accounting Fin Mgt-5208	<u>52 Business, Management, Marketing, and Related Support Services</u> Hosp Mgt-5209 Insurance-5217 Spec Mktg/Merch-5219 Retail-5218	<u>52 Business, Management, Marketing, and Related Support Services</u> Entrep Mgt-5207 Hum Res Mgt-5210 Intl Bus-5211 Mktg Mgt-5214 Real Est-5215	<u>52 Business, Management, Marketing, and Related Support Services</u> MIS-5212
	<u>50 Visual and Performing Arts</u> Fine Arts-5007 Music-5009	<u>50 Visual and Performing Arts</u> Design Tech-5004	<u>50 Visual and Performing Arts</u> Drama/Stagecrft-5005 Film/Video/Photog -5006	44 Public Administration and Social Service Professions <b>SST 2201 Social &amp; Human Support Services</b>	<u>22 Legal Professions and Studies</u>

ICCB 5-Year Program Review Schedule					
Review Area	FY2018	FY2019	FY2020	FY2021	FY2022
	<u>23 English Language and Literature/Letters</u>	<u>25 Library Science</u>		<u>13 Education</u> Teacher Ed-1312 TEFL-1314 Teacher's Asst-1315	<u>13 Education</u> Inst. Media-1305
Career and Technical Education Continued	<u>43 Homeland Security, Law Enforcement, Firefighting and Protective Services</u> Fire Protect-4302 Homeland Sec-4303	<u>48 Precision Production</u> Woodwork-4807 Prec Metal- 4805 <b>WEL 2147</b> Combination Welding		<u>49 Transportation and Materials Moving</u> Air Trans-4901 Ground Trans-4902 <b>TDR 2100 Truck Driving</b> Marine Trans-4903 Railroad Tech-4904	<u>43 Homeland Security, Law Enforcement, Firefighting and Protective Services</u> Criminal Just-4301 <b>CJ 2119 Criminal Justice</b> <b>CJ 2120 Criminal Justice</b>
					<u>11 Computer and Information Sciences and Support Services</u> <b>COM 2221</b> <b>Computer Systems &amp; Security Specialist</b>
					<u>36 Leisure and Recreational Activities</u>