

Program Review 2017-2021 Cover Page

PROGRAM REVIEW COVER PAGE	
<i>COLLEGE</i>	Shawnee Community College
<i>DISTRICT NUMBER</i>	53101
<i>CONTACT PERSON (NAME, TITLE, CONTACT INFORMATION)</i>	Kristin Shelby, Ph.D. Dean of Academic Affairs and Student Learning Phone: 618-634-3240 Email: kristins@shawneecc.edu
<i>FISCAL YEAR REVIEWED:</i>	FY19
DIRECTORY OF REVIEWS SUBMITTED	
<i>AREA BEING REVIEWED</i>	<i>PAGE NUMBERS</i>
<i>CAREER AND TECHNICAL EDUCATION</i>	<p>CIP1511</p> <ul style="list-style-type: none"> • SUR 2187 – Surveying1 <p>CIP 4805</p> <ul style="list-style-type: none"> • HAC 2233 – Basic Heating and Air8 Conditioning • HAC 2236 – Heating/Ventilation/ AC/Refrigeration • WEL 2147 – Welding-Combination16 • WEL 2192 – ARC Welding • WEL 2193 – GAS Welding • WEL 2194 – TIG Welding • WEL 2195 – PIPE Welding • WEL 2196 – MIG Welding <p>CIP 5110</p> <ul style="list-style-type: none"> • MLT 2204 – Medical Lab Tech24 <p>CIP 5203</p> <ul style="list-style-type: none"> • ACC 2211 – Accounting32
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<i>OTHER ATTACHMENTS AS NECESSARY</i>	N/A

Career & Technical Education				
<i>COLLEGE NAME:</i>		Shawnee Community College		
<i>FISCAL YEAR IN REVIEW:</i>		FY19		
PROGRAM IDENTIFICATION INFORMATION				
<i>PROGRAM TITLE</i>	<i>DEGREE OR CERT</i>	<i>TOTAL CREDIT HOURS</i>	<i>6-DIGIT CIP CODE</i>	<i>LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE</i>
Surveying	Cert	20	151102	none
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
Program Objectives What are the overarching objectives/goals of the program?		N/A		
To what extent are these objectives being achieved?		This program was created under a local partnership, but the program never materialized and had no enrollees.		
Past Program Review Action What action was reported last time the program was reviewed?		N/A		
CTE PROGRAM REVIEW ANALYSIS				
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.				
List all pre-requisites for this program (courses, placement scores, etc.).		N/A		
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).		N/A		

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

3.1 What are the program's strengths?	N/A
3.2 What are the identified or potential weaknesses of the program?	N/A
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	N/A
3.4 How does this program fit into a career pathway?	N/A
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	N/A
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	N/A
3.7 What work-based learning opportunities are available and integrated into the curriculum?	N/A
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	N/A
3.9 Are industry-recognized credentials offered? If so, please list.	N/A
3.10 Is this an apprenticeship program? If so, please elaborate.	N/A
3.11 If applicable, please list the licensure examination pass rate.	N/A
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	N/A

3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	N/A
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	N/A
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	N/A
3.16 What is the status of the current technology and equipment used for this program?	N/A
3.17 What assessment methods are used to ensure student success?	N/A
3.18 How satisfied are students with their preparation for employment?	N/A
3.19 How is student satisfaction information collected?	N/A
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	N/A
3.21 How often does the program advisory committee meet?	N/A
3.22 How satisfied are employers in the preparation of the program's graduates?	N/A
3.23 How is employer satisfaction information collected?	N/A
3.24 Did the review of program quality result in any actions or modifications? Please explain.	N/A

DATA ANALYSIS FOR CTE PROGRAM REVIEW

Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.					
<i>CTE PROGRAM</i>	SUR 2187 – Surveying				
<i>CIP CODE</i>	151102				
	<i>YEAR 1</i>	<i>YEAR 2</i>	<i>YEAR 3</i>	<i>YEAR 4</i>	<i>YEAR 5</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	0	0	0	0	0
<i>NUMBER OF COMPLETERS</i>	0	0	0	0	0
<i>OTHER (PLEASE IDENTIFY)</i>					
How does the data support the program goals? Elaborate.	N/A				
What disaggregated data was reviewed?	N/A				
Were there gaps in the data? Please explain.	N/A				
What is the college doing to overcome any identifiable gaps?	N/A				
Are the students served in this program representative of the total student population? Please explain.	N/A				
Are the students served in this program representative of the district population? Please explain.	N/A				
REVIEW RESULTS					
Action	<input type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input checked="" type="checkbox"/> Placed on Inactive Status <input checked="" type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)				

<p>Summary Rationale Please provide a brief rationale for the chosen action.</p>	<p>This program was created under a local partnership, but the program never materialized and had no enrollees.</p>
<p>Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<p>This program will be placed on inactive status and eliminated in the Fall 2019 semester.</p>

Surveying Certificate

Degree Code: SUR-2187

Minimum GPA: 2.0

Minimum Hours: 19

Name: _____ ID: _____ Date: _____

This certificate is expected to serve students interested in the Surveying and Civil engineering fields. Surveying make precise measurements to determine property boundaries. They provide data relevant to the shape and contour of the earth's surface for engineering, mapmaking, and construction projects. Civil engineers design, construct, supervise, operate, and maintain large construction projects and systems, including roads, building, airports, tunnels, dams, bridges, and systems for water supply and sewage treatment.

	2	DRA 123	Civil Drafting
	3	DRA 128	Introduction to Computer Aided Drafting
	3	IMT 145	Basic Blueprint Reading
	3	MAT 121	Technical Math
	1	OSH 101	Introduction to Safety/Health
	3	SUR 130	GPS Satellite Surveying
	4	SUR 131	Surveying II

Possible Career Opportunities

Chainman, Engineering Assistant, Engineering Technician, Field Crew Chief, Instrument Man (I-Man), Instrument Operator, Rodman, Survey Crew Chief, Survey Party Chief, Survey Technician

O*NET Links: www.onetonline.org

SOC Codes: 17-3031.01

I have received a copy and agree to follow this degree audit:

Student: _____ Advisor: _____ Date _____

Career & Technical Education

COLLEGE NAME: Shawnee Community College

FISCAL YEAR IN REVIEW: FY19

PROGRAM IDENTIFICATION INFORMATION

<i>PROGRAM TITLE</i>	<i>DEGREE OR CERT</i>	<i>TOTAL CREDIT HOURS</i>	<i>6-DIGIT CIP CODE</i>	<i>LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE</i>
Heating/ Ventilation/ AC/ Refrigeration	Degree	60	480506	Basic Heating and Air Conditioning (less-than-one year) Certificate

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

Program Objectives

What are the overarching objectives/goals of the program?

This program prepares students for careers in the heating and air conditioning industry. Students will be trained for competency in installing, operating, troubleshooting, and maintaining all types of environmental control equipment. This program will prepare individuals to apply technical knowledge and skills to sheet metal ducts for heating/AC and ventilation systems.

They will form, shape, bend and fold extruded metals, including the creation of new products using hand tools and machines such as brakes, shears, rolls, and welders. Students will receive EPA certification after successful completion of HAC 160 and HAC 260 for either the one-year certificate or the AAS degree.

To what extent are these objectives being achieved?

All students who complete HAC 160 and HAC 260 receive their EPA certification

Past Program Review Action

What action was reported last time the program was reviewed?

N/A

CTE PROGRAM REVIEW ANALYSIS

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

List all pre-requisites for this program (courses, placement scores, etc.).	Introduction to Algebra-MAT 041
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 Attachment
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	N/A
INDICATOR 1: NEED	RESPONSE
1.1 How strong is the occupational demand for the program?	The Bureau of Labor Statistics specifically predicted a growth of 15 percent in the field between 2016 and 2026
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Data from O-net suggests the occupational demand remains strong for this industry and is expected to grow. HVAC Technicians in Illinois earn an average yearly salary of \$57,250. Salaries typically start from \$32,460 and go up to \$84,990.
1.3 What is the district and/or regional need?	Employment opportunities are strong with 90% employment and an annual mean wage of \$46,500 (BLS, 2018).
1.4 How are students recruited for this program?	Students are recruited via college outreach to local area high schools; especially schools featuring vocational trades programs
1.5 Where are students recruited from?	Shawnee Community College recruits across its 5-county district of Southern Illinois (Alexander, Johnson, Massac, Pulaski and Union counties).
1.6 Did the review of program need result in actions or modifications? Please explain.	A review of the program resulted in the need for <ol style="list-style-type: none"> 1. Better inventory control of tools and consumable supplies. 2. Streamlined process for submitting instructors' PO requests 3. Training of instructors in classroom management, assessment of student learning outcomes and grade reporting.
INDICATOR 2: COST EFFECTIVENESS	RESPONSE
2.1 What are the costs associated with this program?	<ol style="list-style-type: none"> 1. Instructional costs 2. Equipment, hand tools and machines such as brakes, shears, rolls, and welders, and supplies 3. Extruded metals 4. EPA technician certification fee
2.2 How do costs compare to other programs on campus?	The HVAC program is more costly than other non-technical, traditional academic programs because of the equipment, tools and other materials used in the class.

2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	Program is funded through tuition and state subsidy
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	N/A. Program is dependent upon tuition and state subsidy.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	<ol style="list-style-type: none"> 1. All equipment, tools and supplies are to be inventoried before the start and at the completion of each term. 2. Instructors will be required to submit all requests for equipment, tools and supplies prior to the start of class. 3. PO's for additional equipment, tools and supplies must be approved by the Dean of Workforce Innovation prior to any purchase.
INDICATOR 3: QUALITY	RESPONSE
3.1 What are the program's strengths?	Small class size allows for considerable one-on-one attention by the instructor to each student.
3.2 What are the identified or potential weaknesses of the program?	The limited credentials of the instructors associated with the program may limit potential growth opportunities in "green" industry training.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Both the AAS and certificate programs are delivered through a traditional delivery method of classroom instruction and hands-on shop experience. Students are shown how to apply technical knowledge and skills to form, shape, bend and fold extruded metals sheet metal ducts for heating/AC and ventilation systems as well as electrical controls and circuitry. They are also shown how to use hand tools and machines such as brakes, shears, rolls, and welders.
3.4 How does this program fit into a career pathway?	Students in this program are prepared for careers in the Heating and Air Conditioning industry with job titles such as: Air Conditioning Technician; HVAC Installer; HVAC Mechanic; HVAC Service Tech; HVAC Technician; HVAC Specialist; Service Technician; Systems Mechanic
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	N/A
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	N/A
3.7 What work-based learning opportunities are available and integrated into the curriculum?	None at this time

3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	Industry accreditation for the program is not required. The program is accredited under the Illinois Community College Board and the Higher Learning Commission.
3.9 Are industry-recognized credentials offered? If so, please list.	Students receive U.S. Environmental Protection Agency (EPA) Technician certification after successful completion of HAC 160 and HAC 260. The EPA requires all technicians to be certified before performing maintenance, service, repair, or disposal of an appliance that contains refrigerant chemicals.
3.10 Is this an apprenticeship program? If so, please elaborate.	N/A
3.11 If applicable, please list the licensure examination pass rate.	N/A
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	N/A
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	None at this time
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	The program's student:teacher ratio is 7:1 which is lower than the college average of 25:1.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Adjunct faculty are provided with assistance in student learning assessment documentation. They also receive training in developing a syllabus for each class along with establishing an artifact for each core competency that is addressed in each class that represents an exemplary, acceptable, and developing skill level.
3.16 What is the status of the current technology and equipment used for this program?	The current technology and equipment is acceptable for the level of instruction. The program will need additional equipment if plans for expanding into "green" technologies are to be realized.
3.17 What assessment methods are used to ensure student success?	Students are required to display the knowledge and skills associated with each program element. Assessment is based upon student work products or performances as demonstrated through: <ul style="list-style-type: none"> • Exam questions • Demonstration of skills • Comprehensive exam • Standardized tests • Certificate exam

3.18 How satisfied are students with their preparation for employment?	N/A
3.19 How is student satisfaction information collected?	Students are surveyed at the completion of their training
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	College will engage employers through the development of work-based learning opportunities that are grant-funded or through WIOA initiatives
3.21 How often does the program advisory committee meet?	N/A
3.22 How satisfied are employers in the preparation of the program's graduates?	N/A
3.23 How is employer satisfaction information collected?	N/A
3.24 Did the review of program quality result in any actions or modifications? Please explain.	Program review resulted in establishment of better inventory control of tools and consumable supplies; streamlined processes for submitting instructors' PO requests for supplies; and ensuring that instructors are trained in classroom management, assessment of student learning outcomes and grade reporting.

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.

<i>CTE PROGRAM</i>	Heating/ Ventilation/ AC/ Refrigeration				
<i>CIP CODE</i>	480506				
	<i>YEAR 1</i>	<i>YEAR 2</i>	<i>YEAR 3</i>	<i>YEAR 4</i>	<i>YEAR 5</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	6	11	4	7	15
<i>NUMBER OF COMPLETERS</i>	0	0	3	1	6
<i>OTHER (PLEASE IDENTIFY)</i>					
How does the data support the program goals? Elaborate.	The number of HVAC jobs exceeds the number of available students. The college is developing additional recruitment plans that expand outreach to non-traditional/non-high school students and partnerships with employers.				

What disaggregated data was reviewed?	No disaggregated data has been reviewed due to the extremely low sample size of students.
Were there gaps in the data? Please explain.	Do not have complete information regarding post-program hiring.
What is the college doing to overcome any identifiable gaps?	The college is providing the instructors with additional support in classroom management and assessment of learning outcomes.
Are the students served in this program representative of the total student population? Please explain.	Students served by this program represent less than 1% of the total student population. Despite a positive job outlook in HVAC, the program has had difficulty in attracting a larger number of new students. Strategies for re-branding and returning the program to a daytime schedule (rather than evening) are being considered as possible solutions to the lack of enrollment.
Are the students served in this program representative of the district population? Please explain.	Students served by the program are representative of the district population. The SCC student population remains predominately white (83% of the students) and reflects the population of rural, southeastern Illinois.
REVIEW RESULTS	
Action	<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)
Summary Rationale Please provide a brief rationale for the chosen action.	The program is well-established but requires significant attention to re-establish it as a reliable source to employers for their workforce needs. New marketing and outreach efforts hope to increase the number of students in the program.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	New initiatives for engaging employers, and recruiting additional students (including more minorities and women) will start in Fall 2019.

HEATING/VENTILATION/AC/REFRIGERATION (HVACR) (AAS Degree) (HAC 2236) Minimum 62 hours

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

First Year

FALL SEMESTER		Credit Hours
BEL 161	Basic Electricity I	3
HAC 160	Air Conditioning I	3
HAC 111	Basic Sheet Metal Layout	3
HEA 160	Heating I	3
SEM 111	College Success	1
INT 111	Career Development	1
TOTAL HOURS		14

SPRING SEMESTER		Credit Hours
BEL 162	Basic Electricity II	3
ENG 111	English Composition I	3
HAC 260	Air Conditioning II	3
HAC 211	Advanced Sheet Metal Layout	2
HEA 260	Heating II	3
OSH 101	Introduction to Workplace Safety	1
TOTAL HOURS		15

Second Year

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

SPRING SEMESTER		Credit Hours
HAC 212	Advanced Heating Systems	3
HAC 213	Advanced Electrical Controls and Circuitry	3
HAC 230	Commercial Refrigeration II	3
PSY 211	Introduction to Psychology	3
SPC 111	Speech	3
TOTAL HOURS		16

IAI Fine Art Options

- ___ ART 114 – Art Appreciation
- ___ ART 117 – Art History Survey I
- ___ ART 118 – Art History Survey II
- ___ MUS 115 – Music Appreciation
- ___ MUS 118 - Survey of Music Lit.
- ___ SPC 124 – Theater Appreciation

IAI Humanities Options

- ___ HIS 108 - Twentieth Century American History
- ___ LIT 210 – Intro to Literature
- ___ LIT 211 – Intro to Poetry
- ___ LIT 212 – Modern Fiction
- ___ LIT 213 – Intro to Drama
- ___ LIT 214 – British Literature
- ___ LIT 215 – British Literature
- ___ LIT 216 – American Literature
- ___ LIT 217 – American Literature
- ___ LIT 218 – World Literature
- ___ LIT 219 – Contemporary Multicultural Literature
- ___ LIT 220 – Literature and Gender
- ___ LIT 221 – African American Literature
- ___ PHI 215 – Intro to Philosophy
- ___ PHI 216 – Logic
- ___ PHI 218 – Intro to Ethics and Values

Social Science Options

- ___ ECO 211 – Economics - Macro
- ___ ECO 212 – Economics - Micro
- ___ GOV 117 – American Government
- ___ HIS 116 – Western Civilization to 1715
- ___ HIS 117 – Western Civilization from 1715
- ___ HIS 121 – World History to 1450
- ___ HIS 122 – World History from 1450
- ___ HIS 215 – History of US from 1877
- ___ HIS 217 – History of Eastern Civilization
- ___ PSY 211 – Intro to Psychology
- ___ PSY 216 – Social Psychology
- ___ PSY 217 – Developmental Psychology: Lifespan
- ___ PSY 218 – Child Psychology
- ___ SOC 212 – Sociology

Multicultural Options (for SIUC)

- ___ EDU 111 – Diversity of Schools/Society
- ___ HIS 214 – History of US to 1877
- ___ MUS 130 – Intro to American Music
- ___ PHI 219 – Religion in American Society
- ___ SOC 217 – Marriage and Family
- ___ SOC 218 – Cultural Diversity

IAI Life Sciences

- ___ BIO 111 – Intro to Biology
- ___ BIO 115 – Human Biology
- ___ BIO 211 – Environmental Biology
- ___ BIO 213 – Botany
- ___ BIO 216 – Survey of the Animal Kingdom
- ___ CHE 111 – Organic, Inorganic and Biochem.

IAI Physical Sciences

- ___ AST 111 – Astronomy
- ___ CHE 111 – Organic, Inorganic and Biochemistry
- ___ 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

Transfer Options: This degree has been articulated with the Bachelor of Science degree in Technical Resource Management at Southern Illinois University at Carbondale under the Capstone Option. Students interested in the Capstone Transfer option to SIUC need to also take 3 hours of social sciences, 3 hours of humanities, 3 hours of fine arts, a physical science and a life science course and a Multicultural course (see above). The Capstone option allows a student with an articulated AAS to complete a bachelor's degree in no more than 60 additional hours at the university. Please consult <http://transfer.siu.edu/capstone/> for more information.

Possible Career Opportunities

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

O*NET Links: www.onetonline.org

SOC Codes: 49-9021

BASIC HEATING AND AIR CONDITIONING (Less-Than-One-Year Certificate)

(HAC 2233)

Minimum 29 hours

This program will prepare individuals to apply technical knowledge and skills to sheet metal ducts for heating/AC and ventilation systems. They will form, shape, bend and fold extruded metals, including the creation of new products using hand tools and machines such as brakes, shears, rolls, and welders. Students will receive EPA certification after successful completion of HAC 160 and HAC 260.

FALL SEMESTER		Credit Hours
BEL 161	Basic Electricity I	3
HAC 160	Air Conditioning I	3
HAC 111	Basic Sheet Metal Layout	3
HEA 160	Heating I	3
SEM 111	College Success	1
INT 111	Career Development	1
TOTAL HOURS		14

SPRING SEMESTER		Credit Hours
BEL 162	Basic Electricity II	3
ENG 111 or ENG 124	English Composition I or Technical Communication I	3
HAC 260	Air Conditioning II	3
HAC 211	Advanced Sheet Metal Layout	2
HEA 260	Heating II	3
OSH 101	Introduction to Workplace Safety	1
TOTAL HOURS		15

Career & Technical Education				
<i>COLLEGE NAME:</i>		Shawnee Community College		
<i>FISCAL YEAR IN REVIEW:</i>		FY2019		
PROGRAM IDENTIFICATION INFORMATION				
<i>PROGRAM TITLE</i>	<i>DEGREE OR CERT</i>	<i>TOTAL CREDIT HOURS</i>	<i>6-DIGIT CIP CODE</i>	<i>LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE</i>
WEL 2147 – Welding: Combination	Certificate	30	480508	WEL 2192 – Arc Welding WEL 2193 – Gas Welding WEL 2194 – Tig Welding WEL 2195 – Pipe Welding WEL 2196 – Mig Welding
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
Program Objectives What are the overarching objectives/goals of the program?		<ol style="list-style-type: none"> 1. The Welding graduate will perform all welds in all positions. 2. The Welding graduate will read basic blueprints and welding symbols. 3. The Welding graduate will perform basic math functions for welding. 		
To what extent are these objectives being achieved?		The majority of students achieve exemplary skill levels for the program objectives.		
Past Program Review Action What action was reported last time the program was reviewed?		The program is successful and will be continued with minor improvements in the area of equipment updates and replacements.		
CTE PROGRAM REVIEW ANALYSIS				
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.				
List all pre-requisites for this program (courses, placement scores, etc.).		N/A		
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.).		MAT 121 Technical Mathematics WEL 122 Maintenance Welding WEL 123 Arc Welding I WEL 125 Gas Metal Arc Welding (MIG) WEL 160 Introduction to Welding WEL 124 Arc Welding II and Low Hydrogen WEL 128 Pipe Welding WEL 129 Tig Welding WEL 131 Blueprint Reading for Welding OSH 102 OSHA 30 Hour General Industry		

Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	N/A
INDICATOR 1: NEED	RESPONSE
1.1 How strong is the occupational demand for the program?	The Bureau of Labor Statistics reports that welders have a bright job outlook in coming years, projecting a 15 percent growth rate in the number of welder positions between 2010 and 2020. That is slightly higher than the average rate for all occupations. The BLS estimates that an additional 50,000 welding positions will be added during the decade.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	<p>Per the State of Illinois Occupational Employment Projections (Long-term) 2012-2022: Projected Annual Employment by 2022: 14,303 Employment Increase 2012-2022: Number: 838 Percent: 6.22 Average Annual Job Openings due to: Growth: 84 Replacements: 330 Total: 414 Annual Compound Growth: 0.61</p> <p>Per the US Labor Statistics, Employment Projections Program: Employment of welding occupations is projected to grow 13 percent from 2016 to 2026, faster than the average for all occupations. These occupations are projected to add about 22,500 new jobs. Demand for these workers will stem from river traffic needs and construction entities.</p>
1.3 What is the district and/or regional need?	Local and regional entities continue to hire completers of this program. While the regional demand is not high, it does remain constant.
1.4 How are students recruited for this program?	Students are recruited through SCC community events, newspaper and print materials, Career and Technical Education (CTE) Day, Shawnee Experience Day, and various other recruiting events.
1.5 Where are students recruited from?	Students are recruited with the counties that make up the SCC district: Alexander, Johnson, Massac, Pulaski, and Union.
1.6 Did the review of program need result in actions or modifications? Please explain.	Yes. The discussion and needs identified due to industry standards and regional occupational demand led to the purchase of new and updated equipment.
INDICATOR 2: COST EFFECTIVENESS	RESPONSE

2.1 What are the costs associated with this program?	All costs associated with this program has been given their own cost center with the new institution-wide reporting system. Costs associated with this program include salaries, benefits, instructional supplies, office supplies and equipment, and possible certifications.
2.2 How do costs compare to other programs on campus?	This program cost is in the median range with other SCC Career and Technical Education programs.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	This program of study is fully institutionally funded, including revenue from student technology and lab fees.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	N/A
2.5 Did the review of program cost result in any actions or modifications? Please explain.	Budgetary modifications have occurred as a direct result of institution-wide changes in budgetary planning. Zero-based budget planning has been used to plan for FY2020.
INDICATOR 3: QUALITY	RESPONSE
3.1 What are the program's strengths?	The current full-time instructor has experience and skill that brings varied strengths to the delivery of all courses. The curriculum guide reflects current industry trends to meet the needs of local employers as well as the potential future professional intention of students. Annual updates occur to equipment and course content.
3.2 What are the identified or potential weaknesses of the program?	Low enrollment and lack of marketing.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Traditional face-to-face, online, hybrid, and distance learning. A capstone course and an internship are included in the program.
3.4 How does this program fit into a career pathway?	This degree prepares students for careers in the welding industry. This program prepares students for immediate entry into the workforce.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	The department entered and won a grant contest with the AWS. Students were the main active participants. The instructor participated only in an advisory capacity.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	While there may be dual credit opportunities for the content, the 12 in-district high schools do not have the facilities to offer the courses.

3.7 What work-based learning opportunities are available and integrated into the curriculum?	This program is based on working-level guidelines.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	N/A
3.9 Are industry-recognized credentials offered? If so, please list.	N/A
3.10 Is this an apprenticeship program? If so, please elaborate.	Not at this time.
3.11 If applicable, please list the licensure examination pass rate.	N/A
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	N/A
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	No.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	Average: 1:17
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Industry training opportunities are made available to full-time faculty. There are no adjunct faculty at this time.
3.16 What is the status of the current technology and equipment used for this program?	The program makes use of current up-dated welding equipment on Main Campus. The equipment is updated and replaced as needed.
3.17 What assessment methods are used to ensure student success?	Assessment of institution-wide core competencies in oral communication and problem solving is achieved through hands-on application of information, oral presentations, and testing. A curriculum map of the program verifies that students receive instruction in these core competencies.

3.18 How satisfied are students with their preparation for employment?	Student exit interviews and employer surveys indicate that they are satisfied.
3.19 How is student satisfaction information collected?	Students complete a survey at the end of their program. Also, exit interviews are conducted when students apply for graduation.
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Regional employers are invited to participate in regular Advisory Council meetings. Because of the relationships that have been developed and fostered with SCC faculty and employers, open and honest dialogue occurs to ensure needs of employers are incorporated into the curriculum and keeps SCC graduates in demand.
3.21 How often does the program advisory committee meet?	The current advisory process occurs every 3-5 years. The committee has not met more frequently due to distance, time constraints, and availability of multiple employers in the immediate area. The intent is to begin having meetings on an annual basis to provide current and immediate input for the program. Participation via electronic connections will be considered.
3.22 How satisfied are employers in the preparation of the program's graduates?	Feedback from employers through the Advisory Council meetings indicates that they are satisfied with the preparation. They have indicated extreme satisfaction with non-traditional population (i.e., female) success in the industry. Many regional employers call for recommended graduates to hire.
3.23 How is employer satisfaction information collected?	The regional employers that participate in the Advisory Council freely voice whether their needs are met with program completers.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	Yes. The course sequence in the curriculum guide was rearranged to provide students with the opportunity to complete stackable certificates toward the Welding Combination 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.

<i>CTE PROGRAM</i>	WEL 2147 – Welding: Combination				
<i>CIP CODE</i>	480508				
	<i>2014</i>	<i>2015</i>	<i>2016</i>	<i>2017</i>	<i>2018</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	30	38	37	24	24
<i>NUMBER OF COMPLETERS</i>	2	8	11	7	5

<i>OTHER (PLEASE IDENTIFY)</i>					
How does the data support the program goals? Elaborate.	The program goal is to prepare students to enter the workforce. The data is representative of what was discovered in the review process about completers not finishing the full one-year certificate due to employment opportunities. The addition of stackable certificates has addressed this issue.				
What disaggregated data was reviewed?	None.				
Were there gaps in the data? Please explain.	No. However, the majority of student enrollment is typically male.				
What is the college doing to overcome any identifiable gaps?	Recruitment for the program is not gender-specific. Potential students of all ages and gender are targeted in recruitment efforts. Additionally, a newly implemented Resource system will allow the institution to collect more topic-specific data for review of student demographics.				
Are the students served in this program representative of the total student population? Please explain.	There is a higher male rate of enrollment in this program than the college as a whole. This is common to the overall high male enrollment in CTE programs at the institution. The students are representative of the multiple races represented in the student population.				
Are the students served in this program representative of the district population? Please explain.	Yes. The students are representative of the multiple races represented in the district population.				
REVIEW RESULTS					
Action	<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)				
Summary Rationale Please provide a brief rationale for the chosen action.	This program of study provides a solid foundation for students interested in working in the welding industry. The addition of stackable certificates will enhance the academic experience for all students and increase their level of preparedness for immediate entry into the workforce upon completion of the program.				
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The intended actions include using creative marketing strategies to increase enrollment, hopefully to the point that an evening program can be implemented.				

WELDING - COMBINATION (One-Year Certificate)

(WEL 2147)

Minimum 31 hours

The Combination Welding program is designed to provide the student with the necessary knowledge and skills appropriate for employment in the areas of electric and oxyacetylene welding. Students completing this program should have sufficient preparation to become certified welders.

FIRST SEMESTER		Credit Hours
MAT 121	Technical Mathematics	3
OSH 101	Introduction to Workplace Safety	1
WEL 120	Gas Welding and Cutting	3
WEL 123	Arc Welding I	3
WEL 129	Tig Welding	2
WEL 160	Introduction to Welding	3
TOTAL HOURS		15

SECOND SEMESTER		Credit Hours
WEL 124	Arc Welding II and Low Hydrogen	5
WEL 125	Gas Metal Arc Welding (MIG)	3
WEL 128	Pipe Welding	3
WEL 131	Blueprint Reading for Welding	3
	Welding Elective	2/3
TOTAL HOURS		16/17

Electives: WEL 122 – Maintenance Welding (3) or WEL 130 – Metal Working and Fabrications (2)

ARC WELDING (Less-Than-One-Year Certificate)

(WEL 2192)

Minimum 8 hours

This less-than-one-year certificate is a study of welding processes used by industry concentrating on metallic arc welding on flat, horizontal, vertical, and overhead plates.

		Semester Hours
WEL 124	Arc Welding II and Low Hydrogen	5
WEL 160	Introduction to Welding	3
TOTAL		8

GAS WELDING (Less-Than-One-Year Certificate)

(WEL 2193)

Minimum 6 hours

This less-than-one-year certificate is a study of the techniques, procedures and uses of oxyacetylene welding and cutting equipment.

		Semester Hours
WEL 120	Gas Welding and Cutting	3
WEL 160	Introduction to Welding	3
TOTAL		6

TIG WELDING (Less-Than-One-Year Certificate)

(WEL 2194)

Minimum 5 hours

Tig welding is a gas-arc welding process using an inert gas to protect the weld zone from the atmosphere. The heat for welding is a very intense electric arc which is struck between a non-consumable tungsten electrode and work piece. Tig welding is more complex than regular arc welding. More emphasis is placed on the technology of metals. The student should be competent in arc and gas welding and have knowledge of metals, their properties and characteristics.

		Semester Hours
WEL 129	Tig Welding	2
WEL 160	Introduction to Welding	3
TOTAL		5

PIPE WELDING (Less-Than-One-Year Certificate)**(WEL 2195)****Minimum 6 hours**

This less-than-one-year certificate is designed to teach up-hill and down-hill pipe welding-fixed position.

		Semester Hours
WEL 128	Pipe Welding	3
WEL 160	Introduction to Welding	3
TOTAL		6

MIG WELDING (Less-Than-One-Year Certificate)**(WEL 2196)****Minimum 6 hours**

This less-than-one-year certificate provides the techniques of metallic inert gas (semi-auto welding). Concentration is on a flat bend test horizontal, vertical up-hill and down-hill and overhead welding.

		Semester Hours
WEL 125	Gas Metal Arc Welding (MIG)	3
WEL 160	Introduction to Welding	3
TOTAL		6

Possible Career Opportunities

Aluminum Welder, Fabrication Welder, Fabricator, Fitter/Welder, Maintenance Welder, Mig Welder, Sub Arc Operator, Welder, Welder-Fitter, Welder/Fabricator

O*NET Links: www.onetonline.org

SOC Codes: 51-4121.06

Career & Technical Education				
<i>COLLEGE NAME:</i>		Shawnee Community College		
<i>FISCAL YEAR IN REVIEW:</i>		FY 2019		
PROGRAM IDENTIFICATION INFORMATION				
<i>PROGRAM TITLE</i>	<i>DEGREE OR CERT</i>	<i>TOTAL CREDIT HOURS</i>	<i>6-DIGIT CIP CODE</i>	<i>LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE</i>
Medical Laboratory Technology	Degree	66	511004	None
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
Program Objectives What are the overarching objectives/goals of the program?		<ul style="list-style-type: none"> • Provide students with the knowledge, skills and aptitude necessary to practice as MLT's • Continue to develop an excellent curriculum (ongoing) • Continue to refine and define curriculum with objectives in each course and with ASCP test (ongoing) • Promote better communication with clinical sites (ongoing) • Promote better communication with colleges (ongoing) • Utilize technology (ongoing) • Continue to improve ASCP scores through alignment of curriculum and Objectives (ongoing) 		
To what extent are these objectives being achieved?		<ul style="list-style-type: none"> • Feedback from student and employer surveys • Students and employers are satisfied with the program 		
Past Program Review Action What action was reported last time the program was reviewed?		<ul style="list-style-type: none"> • Action continued with minor improvements 		

CTE PROGRAM REVIEW ANALYSIS

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

List all pre-requisites for this program (courses, placement scores, etc.).	<ul style="list-style-type: none"> • BIO 210 Introduction to Human Anatomy
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.).	<ul style="list-style-type: none"> • MLT-0120 Introduction to Clinical Lab • CHE-111 Inorganic, Organic & Biochemistry I • MAT-116 College Algebra • SEM-111 College Success • BIO-215 Intro to Human Physiology • BIO- 218 Intro to Microbiology • CHE-113 Inorganic, Organic & Biochemistry II • MLT-0121 Serology • MLT-0122 Clinical Microscopy • MLT-0123 Intro to Phlebotomy • ENG-111 English Composition I • SPC-111 Speech • MLT-0223 Immunohematology • MLT-0228 Hematology and Hemostasis • MLT-0251 Clinical Rotation I • MLT-0225 Clinical Chemistry • MLT-0229 Applied Clinical Microbiology • MLT-0252 Clinical Rotation II • MLT- 211 Intro to Psychology
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	<ul style="list-style-type: none"> • Program is 67 credit hours, due to standards set forth to meet the requirements and maintain program accreditation
INDICATOR 1: NEED	RESPONSE
1.1 How strong is the occupational demand for the program?	<ul style="list-style-type: none"> • MLT is in a critical shortage • Demand is always present in our area for MLT's
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	<ul style="list-style-type: none"> • Demand has stayed at a constant need • Baby boomers are retiring and the projected need is rising
1.3 What is the district and/or regional need?	<ul style="list-style-type: none"> • Most facilities have MLT positions open, whether it be full-time, part-time, or PRN

1.4 How are students recruited for this program?	<p>Program Director attends:</p> <ul style="list-style-type: none"> Local High School medical career courses Allied Health Career Day at John A. Logan College Technical Education Day at Shawnee Community College SICCM also invites the two participating community college district high schools to tour the facility and learn about the programs offered.
1.5 Where are students recruited from?	<ul style="list-style-type: none"> Students are recruited from area High Schools
1.6 Did the review of program need result in actions or modifications? Please explain.	<ul style="list-style-type: none"> No need for action. SICCM plans to maintain good relationships with the colleges and High Schools
INDICATOR 2: COST EFFECTIVENESS	RESPONSE
2.1 What are the costs associated with this program?	<ul style="list-style-type: none"> Program costs are comparable with other SICCM Allied Health Programs
2.2 How do costs compare to other programs on campus?	<ul style="list-style-type: none"> Program costs are comparable with other SCC Allied Health Programs
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	<p>Under the consortia agreement:</p> <ul style="list-style-type: none"> SICCM is responsible for the cost of staffing, facilities, equipment, and other operational costs Member institutions are assessed student seat fees for each program
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	<ul style="list-style-type: none"> No grant funding Costs of the program are dispersed between the participating colleges
2.5 Did the review of program cost result in any actions or modifications? Please explain.	<ul style="list-style-type: none"> No action or modification needed
INDICATOR 3: QUALITY	RESPONSE
3.1 What are the program's strengths?	<ul style="list-style-type: none"> Updating to the newest edition of course materials Consortium program offered at two community colleges in the region Program is taught by experienced Medical Laboratory Scientists

3.2 What are the identified or potential weaknesses of the program?	<ul style="list-style-type: none"> • Technology is current, however some equipment is out of date • rely somewhat on supply/equipment donations
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	<ul style="list-style-type: none"> • Traditional teaching • Lab and hands on teaching
3.4 How does this program fit into a career pathway?	<ul style="list-style-type: none"> • Students can further education with bachelors and master degrees in Medical Laboratory Science
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	<ul style="list-style-type: none"> • Students have access to Media Labs, which is online testing that prepares students for registry examination • Paid for by the MLT program, free to student
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	<ul style="list-style-type: none"> • Not at this time
3.7 What work-based learning opportunities are available and integrated into the curriculum?	<ul style="list-style-type: none"> • Students complete two, 240 hour clinical rotations during second year • Students complete one, 32 hour clinical in first year
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	<ul style="list-style-type: none"> • The National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
3.9 Are industry-recognized credentials offered? If so, please list.	<ul style="list-style-type: none"> • ASCP • AMT
3.10 Is this an apprenticeship program? If so, please elaborate.	<ul style="list-style-type: none"> • No
3.11 If applicable, please list the licensure examination pass rate.	<ul style="list-style-type: none"> • 2012- 78% • 2013- 100% • 2014- 100% • 2015- 88% • 2016- 100% • 2017- 86%

3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	<ul style="list-style-type: none"> No articulation or cooperative agreements in place
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	<ul style="list-style-type: none"> No new partnerships
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	<ul style="list-style-type: none"> Lecture- 24 students to 1 instructor Lab- 24 students to 1 instructor
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	<ul style="list-style-type: none"> Employers are sent an employer survey after the student has completed the program and has found employment
3.16 What is the status of the current technology and equipment used for this program?	<ul style="list-style-type: none"> Program utilizes current technology and equipment (equipment may not be the most current on the market however, it works for our teaching purposes) Most equipment is donated by area hospitals
3.17 What assessment methods are used to ensure student success?	<ul style="list-style-type: none"> Lecture: tests, quizzes, final exam Lab: routine labs, quizzes, practical's
3.18 How satisfied are students with their preparation for employment?	<ul style="list-style-type: none"> According to the surveys students have been satisfied
3.19 How is student satisfaction information collected?	<ul style="list-style-type: none"> Survey Monkey
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	<ul style="list-style-type: none"> Employers are invited to annual advisory committee meeting Program director has communication with sites for clinical placement Program director visits clinical sites Employer provides feedback while students are in clinicals
3.21 How often does the program advisory committee meet?	<ul style="list-style-type: none"> Annually
3.22 How satisfied are employers in the preparation of the program's graduates?	<ul style="list-style-type: none"> Employers are satisfied

3.23 How is employer satisfaction information collected?	<ul style="list-style-type: none"> Survey Monkey
3.24 Did the review of program quality result in any actions or modifications? Please explain.	<ul style="list-style-type: none"> No actions or modifications needed Will continue to monitor program while looking for ways to improve student education

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.

<i>CTE PROGRAM</i>	Medical Laboratory Technology				
<i>CIP CODE</i>	51.1004				
	<i>YEAR 1</i>	<i>YEAR 2</i>	<i>YEAR 3</i>	<i>YEAR 4</i>	<i>YEAR 5</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	4	5	4	4	2
<i>NUMBER OF COMPLETERS</i>	1	3	0	2	2
<i>OTHER (PLEASE IDENTIFY)</i>					
How does the data support the program goals? Elaborate.	<ul style="list-style-type: none"> The program continually works to better the education for students. The program utilizes the most current information available as teaching material 				
What disaggregated data was reviewed?	NA				
Were there gaps in the data? Please explain.	NA				
What is the college doing to overcome any identifiable gaps?	NA				
Are the students served in this program representative of the total student population? Please explain.	<ul style="list-style-type: none"> Majority of students are white females 				
Are the students served in this program representative of the district population? Please explain.	<ul style="list-style-type: none"> Majority of students are white females 				

REVIEW RESULTS	
Action	<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)
Summary Rationale Please provide a brief rationale for the chosen action.	<ul style="list-style-type: none"> • The program continues each year to make minor improvements with the best interests of the students in mind • Striving to ensure goals are met or exceeded and that the program enhances the education provided
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	<ul style="list-style-type: none"> • Maintain current and up to date test books • Continue to prepare students for their registry examination

MEDICAL LAB TECHNOLOGIST (AAS Degree)

(MLT 2204)

Minimum 67 hours

The Medical Laboratory Technology Associate Degree in Applied Science program is offered at the community colleges through the Southern Illinois Collegiate Common Market (SICCM). The student will learn the technical skills necessary to perform routine studies in areas of hematology, serology, coagulation, clinical microbiology, clinical chemistry, blood banking, and urinalysis. The medical laboratory technician will also perform patient venipuncture and will maintain quality control data.

It is the student's responsibility to be knowledgeable of the prerequisites of all courses.

MLT courses are cooperatively offered by SICCM. These classes could be scheduled at a site other than the Shawnee Community College campus.

Retention in the MLT program requires that the MLT student earn a grade of "C" or better in all MLT and natural science courses (Chemistry, Anatomy & Physiology, and Microbiology). The student must maintain a "C" average in all courses required in the MLT curriculum.

MLT students' grades will be reviewed by the MLT program director at the end of each semester.

National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
5600 N. River Road, Suite 720
Rosemont, IL, 60018-5119
(773) 714-8880

First Year

FALL SEMESTER		Credit Hours
BIO 210	Introduction to Human Anatomy	4
CHE 111	Inorganic, Organic & Biochemistry I	4
*MAT 116	College Algebra	4
MLT 120	Intro to Clinical Laboratory	3
SEM 111	College Success	1
TOTAL HOURS		16

SPRING SEMESTER		Credit Hours
BIO 215	Intro to Human Physiology	4
BIO 218	Intro to Microbiology	4
CHE 113	Inorganic, Organic and Biochemistry II	4
MLT 121	Serology (second eight weeks)	1.5
MLT 122	Clinical Microscopy (first eight weeks)	1.5
MLT 123	Intro to Phlebotomy	3
TOTAL HOURS		18

SUMMER SEMESTER		Credit Hours
ENG 111	English Composition I	3
SPC 111	Speech	3
TOTAL HOURS		6

Second Year

FALL SEMESTER		Credit Hours
MLT 223	Immunohematology (first 10 ½ weeks)	4
MLT 228	Hematology and Hemostasis (first 10 ½ weeks)	5
MLT 251	Clinical Rotation I (last 6 ½ weeks)	3
TOTAL HOURS		12

SPRING SEMESTER		Credit Hours
MLT 225	Clinical Chemistry (first 10 ½ weeks)	4
MLT 229	Applied Clinical Microbiology (first 10 ½ weeks)	5
MLT 252	Clinical Rotation II (last 6 ½ weeks)	3
PSY 211	Intro to Psychology	3
TOTAL HOURS		15

*MAT 116-College Algebra is the preferred course to be taken by students wishing to transfer or any IAI math course.

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

Possible Career Opportunities

Chief Medical Technologist; Clinical Laboratory Scientist (CLS); Clinical Laboratory Technologist; Histologist Technologist; Medical Laboratory Technologist (Medical Lab Tech); Medical Technologist (MT); Medical Technologist, Clinical Laboratory Scientist; Microbiologist; Microbiology Technologist; Research Assistant

O*NET Links: www.onetonline.org
SOC Codes: 29-2011.00

Career & Technical Education				
<i>COLLEGE NAME:</i>		Shawnee Community College		
<i>FISCAL YEAR IN REVIEW:</i>		FY19		
PROGRAM IDENTIFICATION INFORMATION				
<i>PROGRAM TITLE</i>	<i>DEGREE OR CERT</i>	<i>TOTAL CREDIT HOURS</i>	<i>6-DIGIT CIP CODE</i>	<i>LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE</i>
Accounting	Degree	61	520301	none
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
Program Objectives What are the overarching objectives/goals of the program?		Accounting program will provide instruction to meet current employers needs and industry standards. Accounting program will offer coursework which transfers to higher educational institutions.		
To what extent are these objectives being achieved?		The AAS Accounting degree feeds into SIU-C School of Business Accounting and Finance degrees.		
Past Program Review Action What action was reported last time the program was reviewed?		After past review process, the internship was removed from the Accounting program and replaced with an additional economics course requirement to ensure additional transferable credit hours for students.		
CTE PROGRAM REVIEW ANALYSIS				
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.				
List all pre-requisites for this program (courses, placement scores, etc.).		BUS 124 Bookkeeping, is prerequisite to ACC 111 Financial Accounting		
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 last page (program guide)		

Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	Accounting Program completion consists of a possible 62 hours IF a 4-credit hour Life Science and Physical Science general education course is chosen by the student instead a 3-credit hour course.														
INDICATOR 1: NEED	RESPONSE														
1.1 How strong is the occupational demand for the program?	<p>Employment projections data for accountants and auditors, 2016-26</p> <table border="1"> <thead> <tr> <th rowspan="2">Occupational Title</th> <th rowspan="2">SOC Code</th> <th rowspan="2">Employment, 2016</th> <th rowspan="2">Projected Employment, 2026</th> <th colspan="2">Change, 2016-26</th> </tr> <tr> <th>Percent</th> <th>Numeric</th> </tr> </thead> <tbody> <tr> <td>Accountants and auditors</td> <td>13-2011</td> <td>1,397,700</td> <td>1,537,600</td> <td>10</td> <td>139,900</td> </tr> </tbody> </table> <p><small>SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program</small></p>	Occupational Title	SOC Code	Employment, 2016	Projected Employment, 2026	Change, 2016-26		Percent	Numeric	Accountants and auditors	13-2011	1,397,700	1,537,600	10	139,900
Occupational Title	SOC Code					Employment, 2016	Projected Employment, 2026	Change, 2016-26							
		Percent	Numeric												
Accountants and auditors	13-2011	1,397,700	1,537,600	10	139,900										
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Enrollment demand for the Accounting program has experienced slight increase over the past 5 years – approximately 2% per year.														
1.3 What is the district and/or regional need?	The district and regional need is significantly lower than other areas of the state.														
1.4 How are students recruited for this program?	Career fair, Recruitment Days held at College, Secondary school visits, meeting with community businesses														
1.5 Where are students recruited from?	District secondary schools, local businesses, and SIU-C reverse transferable approved candidates.														
1.6 Did the review of program need result in actions or modifications? Please explain.	No actions or modifications needed at this time. Consideration of auditing/forensic accounting course for future.														
INDICATOR 2: COST EFFECTIVENESS	RESPONSE														
2.1 What are the costs associated with this program?	Instructor - \$6500 Full-Time Instructor - \$1500 Adjunct														
2.2 How do costs compare to other programs on campus?	Align with other CTE business programs offered by the college: business management and computer systems & security														
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	The program is funded by college money and an occasional grant. Professional development for the instructor can come in way of Perkins funds.														
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.	Cost are controllable for the program; Perkins funding allotted to assisting students with technological needs, travel, etc Perkins monies allocated to instructors relate to Professional Development.														
2.5 Did the review of program cost result in any actions or modifications? Please explain.	No														
INDICATOR 3: QUALITY	RESPONSE														

3.1 What are the program's strengths?	At present, full-time instructor who holds tutoring lab and virtual office hours to assist with hybrid course delivery. Cooperation with SIU-C use of Kraft Trading Floor stock exchange emulator.
3.2 What are the identified or potential weaknesses of the program?	No maintaining a full-time program instructor to help with the recruitment of students and the sustainability of the program. A full-time instructor allows for growth in promotion to students and community.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	The Accounting Program offers courses in multiple formats: traditional face-to-face, online and hybrid.
3.4 How does this program fit into a career pathway?	The Accounting Program presents coursework in a step module completion format preparing students for terminal financial recordkeeping positions OR transfer to higher educational institutions to pursue degree and preparation for licensure.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	Auditing course under consideration
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	BUS124 Bookkeeping which is prerequisite to ACC111 Financial Accounting course is offered dual credit to district secondary schools to prepare student to enroll in program at freshmen entry level status.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	All ACC course work involves completion of practice simulation modeling employment accounting position. Coordinating BUS courses in the Accounting Program require project-based learning activities.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	None
3.9 Are industry-recognized credentials offered? If so, please list.	Students are recommended to test through Certiport to become a Certified QuickBooks User which encompasses completion of an accounting cycle's financial records in an electronic system.
3.10 Is this an apprenticeship program? If so, please elaborate.	No
3.11 If applicable, please list the licensure examination pass rate.	Not applicable
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	Accounting Program articulated with the Bachelor of Science degree in Accounting at Southern Illinois University at Carbondale under the Capstone Option. FY20 SCC College Catalog p. 57.

3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	No, just associated full-time faculty with Accounting Program
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	1:15 Faculty to Student Ratio
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	H&R Tax Preparations, ACTE Professional meetings: national and state
3.16 What is the status of the current technology and equipment used for this program?	Computer lab used for Accounting Program course work is updated annually. Request for Exchange Emulator requested in Financial Planning for the program.
3.17 What assessment methods are used to ensure student success?	Rubrics for SLOs, observation, peer reviews, employer reviews, industry certification.
3.18 How satisfied are students with their preparation for employment?	Satisfied – graduate exit survey and follow-up survey
3.19 How is student satisfaction information collected?	SENSE and CCSE
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Presentations in courses, partnership offering tax preparation to low-income and elderly population through volunteerism opportunity,
3.21 How often does the program advisory committee meet?	Once every three years but expressed the intent to once every year for CTE programs.
3.22 How satisfied are employers in the preparation of the program's graduates?	Satisfied – placement and follow-up survey from Career Placement.
3.23 How is employer satisfaction information collected?	Survey from Career Placement, and informal communications with instructor to Career Placement along with social media updates communicated to Career Placement.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	No modifications recommended at this time. Interest in implementing auditing or forensic accounting course in the program in the future.

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.

<i>CTE PROGRAM</i>	Accounting					Degree	61
<i>CIP CODE</i>	520301						
	<i>YEAR 1 FY14</i>	<i>YEAR 2 FY15</i>	<i>YEAR 3 FY16</i>	<i>YEAR 4 FY17</i>	<i>YEAR 5 FY18</i>		
<i>NUMBER OF STUDENTS ENROLLED</i>	16	12	19	18	24		
<i>NUMBER OF COMPLETERS</i>	2	1	0	1	4		
<i>OTHER (PLEASE IDENTIFY)</i>	The enrollment number includes students who will transfer and not just AAS degree pursuant students.						
How does the data support the program goals? Elaborate.	The data supports the goals of those seeking terminal employment with AAS degree completion and the large number of students in program transferring to complete higher level Accounting degrees/coursework required for sitting for CPA and other professional licensure in the area of Accounting.						
What disaggregated data was reviewed?	None						
Were there gaps in the data? Please explain.	None						
What is the college doing to overcome any identifiable gaps?	Considering expansion of coursework in the area of auditing/forensic accounting introductory courses. Also, consideration of partnering with government program to provide tax services to low income taxpayers within the collegiate district.						
Are the students served in this program representative of the total student population? Please explain.	Yes. Enrollment is open to all students meeting the Reading requirements for the program.						
Are the students served in this program representative of the district population? Please explain.	Yes. Enrollment open to all students meeting the Reading requirements for the program.						

REVIEW RESULTS	
Action	<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)
Summary Rationale Please provide a brief rationale for the chosen action.	The Accounting AAS Degree Program at Shawnee Community College offers students the opportunity for preparation to be employed in a bookkeeper's position such as Accounts Receivable, Accounts Payable, and Payroll Clerk
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Continue offering Accounting AAS Degree program at SCC maintaining articulation agreement with SIU-C and fostering partnerships with community businesses.

ACCOUNTING (AAS Degree)

(ACC 2211)

Minimum 62 hours

The Associate of Applied Science in Accounting is a two-year curriculum, designed to provide the student with entry-level skills for employment as a bookkeeper or accounting technician. Upon successful completion of the program, the student will have a basic knowledge of accounting as it pertains to payroll, taxes, accounts receivables, accounts payable, general accounting, sales, depreciation, and inventory. This program has been articulated with SIUC's College of Business, which is an AACSB (the Association to Advance Collegiate Schools of Business) accredited bachelor's degree.

First Year

FALL SEMESTER		Credit Hours
ACC 111	Financial Accounting	4
BUS 128 or BUS 210	Intro to Management or Principles of Management	3
ENG 111	English Composition I	3
SEM 111	College Success	1
IAI Life Science	IAI Life Science Course (see below)	3/4
TOTAL HOURS		14/15

SPRING SEMESTER		Credit Hours
ACC 112	Managerial Accounting	4
ACC 121	Payroll Accounting	2
ACC 219	Quickbooks	2
MAT 210	General Elementary Statistics	4
PSY 211	Intro to Psychology	3
SPC 111	Speech	3
TOTAL HOURS		18

Second Year

FALL SEMESTER		Credit Hours
BUS 232	Supervision	3
BUS 215	Legal & Social Environment of Business	3
ECO 211	Economics (Macro)	3
IAI Physical Science	IAI Physical Science (see below)	3/4
IAI Humanities	IAI Humanities (see below)	3
TOTAL HOURS		15/16

SPRING SEMESTER		Credit Hours
ACC 223	Tax Accounting	3
BUS 211	Intro to Finance	3
BUS 225	Business Communication	3
ECO 212	Economics (Micro)	3
IAI Fine Art	IAI Fine Art (see below)	3
TOTAL HOURS		18

IAI Fine Art Options

- ___ ART 114 – Art Appreciation
- ___ ART 117 – Art History Survey I
- ___ ART 118 – Art History Survey II
- ___ MUS 115 – Music Appreciation
- ___ MUS 118 - Survey of Music Lit.
- ___ MUS 130 – Intro to American Music
- ___ SPC 124 – Theater Appreciation

IAI Humanities Options

- ___ HIS 108 - Twentieth Century American History
- ___ LIT 210 – Intro to Literature
- ___ LIT 211 – Intro to Poetry
- ___ LIT 212 – Modern Fiction
- ___ LIT 213 – Intro to Drama
- ___ LIT 214 – British Literature I
- ___ LIT 215 – British Literature II
- ___ LIT 216 – American Literature I
- ___ LIT 217 – American Literature II

IAI Humanities Options (con't)

- ___ LIT 218 – World Literature
- ___ LIT 219 – Contemporary Multicultural Literature
- ___ LIT 220 – Literature and Gender
- ___ LIT 221 – African American Literature
- ___ PHI 215 – Intro to Philosophy
- ___ PHI 216 – Logic
- ___ PHI 218 – Intro to Ethics and Values
- ___ PHI 219 – Religion in American Society

Multicultural Options (for SIUC)

- ___ EDU 111 – Diversity of Schools/Society
- ___ HIS 214 – History of US to 1877
- ___ MUS 130 – Intro to American Music
- ___ PHI 219 – Religion in American Society
- ___ SOC 217 – Marriage and Family
- ___ SOC 218 – Cultural Diversity

IAI Life Sciences

- ___ BIO 111 – Intro to Biology
- ___ BIO 115 – Human Biology
- ___ BIO 211 – Ecology
- ___ BIO 213 – Botany
- ___ BIO 216 – Survey of the Animal Kingdom
- ___ CHE 111 – Organic, Inorganic and Biochemistry I

IAI Physical Sciences

- ___ AST 111 – Astronomy
- ___ CHE 111 – Organic, Inorganic 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

Transfer Options: This degree has been articulated with the Bachelor of Science degree in Accounting at Southern Illinois University at Carbondale under the Capstone Option. Students interested in the Capstone Transfer option to SIUC need to also take MAT 116, MAT 119, MAT 215, a Multicultural course (see above) and HLT 111. The Capstone option allows a student with an articulated AAS in Accounting to complete a bachelor's degree in Accounting in no more than 60 additional hours at the university. Please consult <http://transfer.siu.edu/capstone/> for more information.

Possible Career Opportunities

Accounting Clerk, Accounting Assistant, Accounts Payables Clerk, Bookkeeper, Account Clerk, Accounts Payable Clerk, Accounts Receivable Clerk, Account Receivable Clerk, Accounts Payable Specialist, Accounting Associate

O*NET Links: www.onetonline.org

SOC Codes: 43-3031.00

Academic Disciplines	
<i>COLLEGE NAME:</i>	Shawnee Community College
<i>FISCAL YEAR IN REVIEW:</i>	FY19
<i>DISCIPLINE AREA:</i>	Physical and Life Sciences
REVIEW SUMMARY	
Complete this section to review the Academic Discipline as a whole. Use the Course Specific Review portion of this template for each course reviewed in the Discipline.	
Program Objectives What are the objectives/goals of the discipline?	To prepare students for successful transition to a 4-year university
To what extent are these objectives being achieved?	Success rates of students in sequence classes indicate preparedness for upper level coursework and transfer to a university. The success rates were highest in the physical science (i.e. CHE, PHY) courses. This may be in part due to smaller class sizes and more individualized instruction.
How does this discipline contribute to other fields and the mission of the college?	Several courses (BIO 115, BIO 210, BIO 215, BIO 218) are required for admission into our LPN or ADN programs. This discipline helps prepare students for STEM and Medical career fields. Additionally, problem solving, experimentation and research skills are beneficial in all fields of study as well as daily life.
Prior Review Update Describe any quality improvements or modifications made since the last review period.	Lab Safety Plan is updated annually and compliant with OSHA and EPA. New lab equipment has been added to modernize and enhance student experiences in biology, chemistry, and physics courses. Course delivery mode options have increased to reach a dynamic student population.
REVIEW ANALYSIS	
Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
Indicator 1: Need	Response

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?	Each faculty member completes CQI (Continuous Quality Improvement) forms annually and can make requests for professional development, equipment, training, etc. Monthly division meetings are held where science faculty can discuss curriculum needs and changes. The curriculum and instruction (C & I) committee meets monthly to approve new course offerings and course changes. The Math and Science Division Chair and science faculty communicate with neighboring universities to assess the need programmatic changes.
1.2 How are students informed or recruited for this program?	Recruiting trips by SCC faculty and staff to area high schools and local events, social media, academic advisement.
INDICATOR 2: COST EFFECTIVENESS	RESPONSE
2.1 What are the costs associated with this discipline?	Faculty salary, chemical lab waste disposal, professional development, lab equipment replacement/maintenance, OSHA and EPA compliance
2.2 What steps can be taken to offer curricula more cost-effectively?	Minimize number of sections of courses offered to maximize enrollment in available sections. Microscale lab experiments to minimize chemical purchases and costly waste removal. Investigate the use of open-source textbooks for students.
2.3 Is there a need for additional resources?	Full-time physics and math faculty are needed.
INDICATOR 3: QUALITY	RESPONSE
3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible-scheduling, accelerated, team teaching, etc.)?	The life science courses utilize several delivery modes: face to face, online, ITV (interactive television), Zoom, hybrid, etc. Physical science courses are predominantly taught in a traditional format, but ITV is utilized. Faculty are exploring the possibility of offering GOB (general, organic and biochemistry) I & II in an online format in the near future.
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?	The college utilizes Course Completion Data to compare success rates utilizing alternative delivery modes. The data suggest comparable course completion and success rates (Grade C or higher) between traditional and alternative delivery modes. This data is shared with program faculty and discussed at division meetings.
3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?	Evaluation Instruments are utilized by the VP of Academic Affairs to review full-time faculty instructional performance. This instrument is used by the Math/Science Division Chair to evaluate adjunct faculty (including dual credit instructors).
3.4 How does the discipline identify and support at-risk students?	An online Retention Alert system is utilized by faculty to notify advisors of students who have attendance, behavior, and academic issues. The advisors will contact each student and refer them to available services (mass transit, tutoring, counseling services, etc).

3.5 To what extent is the discipline integrated with other instructional programs and services?	The Science Department, along with the Mathematics and Agriculture Departments, make up the Math and Science Division and share common faculty meetings and professional development activities on campus. The science faculty works closely with the other divisions to ensure course offerings and content to support their various programs.
3.6 What does the discipline or department review when developing or modifying curriculum?	Needs of existing and new programs within the college, changing workforce skills and needs, modern topics and lab techniques to integrate into coursework.
3.7 When a course has low retention and/or success rates, what is the process to address these issues?	Analyze placement/advisement of students into courses, increase faculty communication with students, reinforce importance of using Retention Alert.
<i>LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THIS DISCIPLINE.</i>	
Costs for updating laboratory facilities and equipment, recruiting and hiring qualified faculty (loss of a full-time faculty member), lack of state funding have limited opportunities for professional development.	

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

ACADEMIC DISCIPLINE AREA	Life/Physical Sciences
COURSE TITLE	<p>Life Science Courses BIO 111: Intro to Biology BIO 115: Human Biology BIO 210: Introduction to Human Anatomy BIO 211: Ecology BIO 212: Anatomy and Physiology BIO 213: Botany BIO 214: Field Biology BIO 215: Introduction to Human Physiology BIO 216: Survey of the Animal Kingdom BIO 218: Introduction to Microbiology</p> <p>Physical Science Courses AST 111: Intro to Astronomy CHE 111: General, Organic, Biochemistry I CHE 114: Inorganic Chemistry GEO 213: Geology GEO 215: Intro to Environmental Geology GRY 214: Physical Geography PHY 116: College Physics I</p>

	<p>PHY 120: Intro to Real World Physics PHY 216: University Physics I</p>
<p><i>COURSE DESCRIPTION</i></p>	<p>Life Science Courses</p> <p>BIO 111: Intro to Biology - This course introduces the student to the levels of organism complexity. The chemical basis of life, cellular structure and processes, and the anatomy and physiology of plants and animals will be studied. Tissues and organ systems of the human body will be emphasized.</p> <p>BIO 115: Human Biology - This course is an introduction to the study of the structure and function of the human body. This course includes laboratory experience and lecture concepts examining topics such as the molecules of life, bonding, acid/base chemistry of body fluids, cellular metabolism, cell structure and function, tissues, an introduction of the structure and function of organ systems, DNA, genetic diseases, biotechnology and its application and impact of society.</p> <p>BIO 210: Introduction to Human Anatomy - The structure of the cells, tissues, and organs that make up the systems of the human body are systematically studied. Study of tissues and systems is augmented through microscopic study of prepared slides and the dissection and study of homologous systems of other mammals.</p> <p>BIO 211: Ecology - Ecology is the study of relationships of organisms to each other and their environment. The ecology of individual organisms, populations, communities, and habitat types will be introduced. Updated ecological topics are reviewed utilizing current topics and events.</p> <p>BIO 212: Anatomy and Physiology - The structure and function of organs and systems will be systematically surveyed. Discussions will provide a basic overview of the gross as well as the cellular and subcellular components of the human body. The course is an introduction and may benefit disciplines, including but not limited to those in the medical administrative assistant program, massage therapy, and physical education. This course is abbreviated, yet all systems presented are discussed in depth.</p> <p>BIO 213: Botany - This course is an introduction to plant biology. Basic principles of plant structure, development,</p>

physiology, and reproduction are emphasized. Consideration is also given to plant genetics, classification, evolution, and ecology.

BIO 214: Field Biology - This course is designed to introduce the student to local organisms and ecosystems. A variety of communities will be examined in the field. Identification, ecology, and interrelationships of organisms will be stressed, as well as human uses and influences on each system.

BIO 215: Introduction to Human Physiology - Human physiology is the scientific basis for understanding the proper function of the human body. The course of study relates the structure of the organs and systems of the human body in relation to their proper functions. Topics discussed include the physical and chemical composition of the body, genetics, membrane transport, electrolyte balance, and organ systems. Anatomical references will be used. Homeostatic mechanisms are integrated into the study of each system. The course is designed to benefit students of biology, health care disciplines, and physical education.

BIO 216: Survey of the Animal Kingdom - This course studies the basic principles of the structure, physiology, life cycles, taxonomy, ecology, and evolution of invertebrate and vertebrate animals.

BIO 218: Introduction to Microbiology - This is an introductory course in the study of the structure, physiology, cultivation, identification, and control of microorganisms. Special emphasis will be given to the human immune system and those microorganisms which are of medical or environmental importance. This course is suitable for students of biology, nursing and food service programs, pre-medicine, pre-dentistry, veterinary science, respiratory therapy, medical technology, and environmental engineers.

Physical Science Courses

AST 111: Intro to Astronomy - This course is designed for students in any curriculum and includes a study of the sun and its planets together with a study of the stars and the nebulae beyond the sun. Evening observation of the moon

and planets with the telescope and field glasses, together with the study of approximately 20 constellations are included.

CHE 111: Inorganic, Organic & Biochemistry I - This course is an introduction to the science of chemistry. The course is designed to meet the general studies science requirement and to provide background for the student who needs a basic introduction to chemistry. This course can be used as a foundation for further study in chemistry and health related fields.

CHE 113: Inorganic, Organic & Biochemistry II - This course is a second semester course of inorganic, organic, and biochemistry sequence. This course includes laboratory experiments and lecture concepts, examining topics such as nuclear chemistry, organic molecule structure, organic molecule synthesis, the structure of biochemical compounds and their metabolism.

CHE 114: Inorganic Chemistry I - This course is designed for persons interested in any of the sciences, including engineering, pre-medical and pre-dental. This is the first part of a two-semester inorganic chemistry sequence. This course includes lab experiments and lecture topics that cover the following concepts: atomic structure; chemical and physical characteristics of compounds; chemical bonding; types of chemical reactions; quantities in chemical reactions; and the relationship between the periodic table and the properties of elements.

CHE 115: Inorganic Chemistry II - This course is the second semester of a two-semester inorganic chemistry course. The course includes lab experiments and lecture topics that cover the following topics” characteristics of gases, liquids and solids; solutions and colligative properties; reaction rates and equilibrium; acid and base chemistry; oxidation-reduction and voltaic cells; and nuclear chemistry.

CHE 211: Organic Chemistry I – Preparation and chemical properties of aliphatic and aromatic compounds with emphasis on the nature of the covalent bond and reaction of functional groups. Topics studied include structural theory, mechanisms of reactions, and methods of formation of several of the functional groups.

CHE 212: Organic Chemistry II – The study of functional groups that characterize the various families of organic compounds. Emphasis is placed on the mechanisms of chemical reactions and on the development of synthetic pathways for the formation of organic compounds commonly found in industry found in medicine today.

GEO 213: Geology - This course is a general overview of the science of geology, including both physical and historical concepts. The materials, structures, and surface features of the earth's surface will be studied along with the processes involved in their development. The geological history of the earth and principles used in reconstructing the earth's history will be examined, including the evolution of life through fossil study.

GEO 215: Intro to Environmental Geology - This is an introductory course in the study of the interactions between human activities and geologic processes. An overview of modern geologic concepts is followed by an in-depth examination of natural hazards, natural resources, waste management, environmental restoration, and land-use planning. This course provides instruction in the environment and scientific thinking that is useful to all students. It can also serve as a prerequisite(s) for a proposed course in environmental investigation.

GRY 214: Physical Geography - This course is a study of the various elements of the natural environment. The nature and characteristics of the physical components, the processes involved in their development, distribution and the basic interrelationships between these components will be stressed.

PHY 116: College Physics I - This course is an introductory course in basic physics for science majors with no previous exposure to physical laws, methods, and applications that uses hands-on approach to problem solving in mechanics, dynamics, sound and heat. This is a non-calculus based course for any science major, including (but not limited to biology, pre-med, pre-dental (nursing) or for student interested in how the world interacts with physics.

	<p>PHY 117: College Physics II - This is an introductory level course emphasizing two main areas of study. One area is electricity and magnetism, which will include electric and magnetic field, direct current and alternating currents and interrelationships. The second area is electromagnetic waves, light, optics, wave theory, sound, and modern physics.</p> <p>PHY 120: Intro to Real World Physics - This course is a non-mathematical approach to the study of physical phenomena, investigation of mechanics, properties of matter, heat, sound, electricity, magnetism, light, relativity, and atomic and nuclear physics is presented.</p> <p>PHY 216: University Physics I - This course is a calculus-based course in the physics of mechanics, dynamics, heat and sound. Topics include equilibrium, motion, momentum, work and energy, heat, thermodynamics, and wave motion.</p> <p>PHY 217: University Physics II - This course is a calculus-based course in university-level physics that studies of electricity, magnetism, electromagnetic wave theory with an emphasis on light theory and an introduction to atomic and nuclear physics. Topics include charge, electric fields, emf, resistance, capacitance, magnetism, inductance, AC and DC circuits, resonance, waves, optics, and relativity.</p>				
	<i>YEAR 1</i>	<i>YEAR 2</i>	<i>YEAR 3</i>	<i>YEAR 4</i>	<i>YEAR 5</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	(See TABLE 1)				
<i>CREDIT HOURS PRODUCED</i>	(See TABLE 2)				
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	These data are not readily available at the present time; however, it is something the college will track in the future.				
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	INFO from IAI Transfer Site: BIO 111: Yes. L1901L, L1900L BIO 115: Yes. L1904L BIO 210: No BIO 211: Yes. L1905				

	BIO 212: No BIO 213: Yes. L1901L BIO 214: No BIO 215: No BIO 216: Yes. L1902L BIO 218: No AST 111: Yes. P1906L CHE 111: Yes. LP900L CHE 113: No CHE 114: Yes. P1902L CHE 115: No CHE 211: No CHE 212: No GEO 213: Yes. P1907L GEO 215: Yes. P1908L GRY 214: Yes. P1909 PHY 116: Yes. P1900L PHY 117: No PHY 120: Yes. P1900 PHY 216: Yes. P2900L PHY 217: No				
<p><i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i></p>	<p>The data reflects the trend of declining enrollment. While this is not surprising, it reinforces the need to recruit and retain students through new programs, initiatives, course offerings and delivery modes, etc. The declining enrollment in CHE 114 and PHY 216 is due to a dwindling population of pre-engineering and pre-professional students. We must increase and improve our efforts to attract and support (scholarships, tutoring, SI Bridges program) through their first two years of college. While our of student numbers in these areas in these fields has dwindled, the success and completion rates of those who transfer to a university remains high.</p>				
<p><i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i></p>	<p>N/A</p>				
<p><i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i></p>	<p>CHE 111 had a different course prefix (PHS 111) prior to FY 16, which is why CHE 116 shows enrollment of 0 for 2014 and 2015.</p>				
<p>ACADEMIC COURSE REVIEW RESULTS</p>					
<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.</p>	<ol style="list-style-type: none"> 1. Increase recruitment effort through high school visits, greater presence at community events, promotion of courses and programs through social media, production/distribution of science program brochure(s), plan a STEAM night on our main campus and invite the community (meet faculty/staff and do activities/experiments) 				

	<ol style="list-style-type: none"> 2. Greater emphasis on building strong faculty/student relationships to foster retention and learning 3. Increase faculty attendance to professional conferences to ignite excitement, modernize teaching practices, improve networking
<p>Rationale Provide a brief summary of the review findings and a rationale for any future modifications.</p>	In order to continue providing exceptional educational experiences for science students, SCC must provide modern, safe facilities laboratory and classroom facilities equipped with current educational technologies. The faculty must capture struggling students early and refer them to our available resources to encourage classroom success and completion of degrees and transfer universities. Recruitment activities are needed to increase science course enrollment, particularly in the pre-engineering and pre-professional programs of study. New programs and course offerings must be explored to remain current and competitive.
<p>Resources Needed</p>	Full-time Physics/Math Instructor, anticipated retirement of 2 full-time science faculty within the next 5 years, Updated and upgraded Chemistry lab on main campus (planned), Office and classroom technology (computers, smartboards, projectors) updated regularly
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	Math/Science Division Chair, Science Faculty, C&I committee, VP of Academic Affairs and Dean of Academic Affairs

Table 1. Number of Students Enrolled

Course	2014	2015	2016	2017	2018
BIO 111	201	206	198	141	166
BIO 115	210	204	198	180	197
BIO 210	135	131	115	125	106
BIO 211	39	77	72	92	74
BIO 212	25	44	37	27	24
BIO 213	0	28	28	56	28
BIO 214	12	13	9	22	6
BIO 215	74	96	87	81	54
BIO 216	11	0	0	0	0
BIO 218	56	72	82	75	68
AST 111	131	101	83	81	60
CHE 111	0	0	68	74	40
CHE 113	0	0	8	10	4
CHE 114	13	12	34	6	5
CHE 115	7	8	10	3	5

CHE 211	0	0	0	0	0
CHE 212	0	0	0	0	0
GEO 213	6	0	0	0	1
GEO 215	15	29	43	25	34
GRY 214	116	91	52	92	63
PHY 116	16	13	10	10	3
PHY 117	3	3	2	0	0
PHY 120	1	0	0	5	17
PHY 216	4	10	9	5	3
PHY 217	5	7	5	4	2

Table 2. Credit Hours Produced

Course	2014	2015	2016	2017	2018
BIO 111	804	824	792	564	664
BIO 115	1,050	1,020	990	900	985
BIO 210	540	524	460	500	424
BIO 211	117	231	216	276	222
BIO 212	75	132	111	81	72
BIO 213	0	28	28	56	28
BIO 214	24	26	18	44	12
BIO 215	296	384	348	324	216
BIO 216	44	0	0	0	0
BIO 218	224	288	328	300	272
AST 111	524	404	332	324	240
CHE 111	0	0	272	296	160
CHE 113	0	0	32	40	16
CHE 114	65	60	170	30	25
CHE 115	35	40	50	15	25
CHE 211	0	0	0	0	0
CHE 212	0	0	0	0	0
GEO 213	24	0	0	0	4
GEO 215	60	116	172	100	136
GRY 214	348	273	156	276	189
PHY 116	64	52	40	40	12
PHY 117	12	12	8	0	0
PHY 120	3	0	0	15	51
PHY 216	16	40	36	20	12
PHY 217	20	28	20	16	8

Remedial English Language Arts (Reading and Communication Skills)	
College Name:	Shawnee Community College
Fiscal Year in Review:	FY19
Review Summary	
Program Objectives What are the objectives or goals of the program?	To provide students with effective reading comprehension and writing skills and to prepare for college level courses.
To what extent are these objectives or goals being achieved?	<p>The English Department has implemented a co-requisite course for students to be concurrently enrolled in ENG 048 and ENG 111. Once more data is available, a determination can be made of the success of the co-requisite model.</p> <p>The college also needs to develop a more robust method to track course success rates of students. This will be a point of discussion and implementation as we move into the next review cycle.</p>
How does this program contribute to other fields and the mission of the college?	Basic reading and writing skills are necessary skills for student success in college-level coursework.
Prior Review Update Describe any quality improvements or modifications made since the last review period.	<p>Co-requisite programs are now in place to provide students an opportunity to accelerate completion of college-level coursework while also fulfilling remediation requirements.</p> <p>A summer bridge program is in place to accelerate placement into college credit-bearing English courses.</p>
Review Analysis	
Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. Review will be sent back if any of the below fields are left empty or inadequate information is provided.	
Indicator 1: Need	Response
1.1 Detail how the offerings are sufficient and aligned to meet the needs of students and supportive academic programs.	Enrollment in remedial courses is monitored; courses are offered according to number of students in need.

Indicator 2: Cost Effectiveness	Response
2.1 What are the costs associated with this program?	Instructor salary, textbooks
2.2 How is the college paying for this program and its costs (e.g. grants, etc.)?	The college pays for remedial English courses and instructors' salaries, similarly to all other general education courses offered at the college.
2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? If so, please elaborate.	N/A
2.4 Based upon this review, what steps are being taken to offer curricula more cost-effectively?	Accelerated courses are offered to reduce financial barriers for students.
2.5 Are there needs for additional resources? If so, what are they?	N/A
Indicator 3: Quality	Response
3.1 How is the college working with high schools to reduce remedial needs?	Local high schools offer ENG 047 and 048 to prepare students for college success. College lead instructors guide high school instructors on course requirements and required artifacts.
3.2 Are there any alternative delivery methods of this program? (online, flexible-scheduling, team-teaching, accelerated, etc.)?	Accelerated classes are in place, including 8-week ENG 047 and 048 classes. An ENG 048 summer bridge program has been implemented for high school graduates/incoming freshmen.
3.3 What innovation has been implemented or brought to this program?	New textbooks, class assignments, and restructured syllabi are in place in order to enhance student learning. A refurbished writing lab is available for developmental English students. The maximum student enrollment has been lowered in developmental English courses in order to offer individualized attention.
3.4 To what extent is the program integrated with other instructional programs and services?	Students have access to tutors and use Accuplacer Practice in the writing lab. Instructors use Retention Alert to relate students concerns with staff and advisors.
3.5 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	No
3.6 How well are completers of remedial/developmental courses doing in related college-level courses	The college does not currently track how students' progress though their degree program, but by the time of the next review, we hope to have a tracking method in place to track completion of students from remedial

	into transfer-level English courses, and eventually through degree completion.
3.7 What is the college doing to develop and implement co-requisite or pathway models to ensure students placing into development education finish the sequence within one academic year?	Co-requisite programs have been implemented, including accelerated developmental classes. Developing multiple measures for assessment is in progress.
3.8 Provide a description of the remedial/developmental sequence. Colleges may attach a graphic representation.	ENG 041, 047, 048 See addendum 1
3.9 What professional development or training is offered to instructors and/or staff to ensure quality programming?	Instructors attend conferences in order to learn and to implement quality programming and new strategies for teaching. Monthly division meetings forward professional development, teaching strategies, services, textbook sources, and student support.
List any barriers encountered while implementing the program.	
The need to incorporate multiple measures of assessment is apparent. The use of multiple measures is currently being developed with implementation planned for spring semester 2020.	

<i>DATA ANALYSIS FOR ENGLISH LANGUAGE ARTS</i>	
Please complete for each course reviewed as part of the Remedial English Language Arts, Cross-Disciplinary Review. Provide the most recent 5 year longitudinal data available.	
<i>COURSE TITLE</i>	(See below in course description)
<i>COURSE DESCRIPTION</i>	<p>ENG 041: Developmental College Reading - This is a strategy-oriented class for developing readers who have not yet achieved a functional level of reading to meet the demands of college classes or for students who wish to improve their reading skills. This class is designed to improve reading through discussion and active participation in reading. Improvement will be sought in the four areas of reading: vocabulary, comprehension, study skills, and fluency.</p> <p>ENG 047: Basics of College Reading and Writing - This course is designed to help students improve their comprehension, vocabulary, and critical reading skills through intensive writing assignments. It introduces students to the connection between the reading and writing processes. Students will participate in a variety of activities and projects to become more successful in reading and writing for college-level courses. These activities and projects include, but are not limited to, group discussions, reading responses, peer workshops, and essays.</p>

	ENG 048: Fundamentals of College Writing - This course is designed to prepare students for English 111. It introduces various strategies for writing within multiple disciplines and emphasizes basic principles of effective college-level writing through drafting and revising essays. Students will also learn how to improve sentence structure and how to conduct academic research.				
	<i>YEAR 1</i>	<i>YEAR 2</i>	<i>YEAR 3</i>	<i>YEAR 4</i>	<i>YEAR 5</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	ENG 041 - 19 ENG 047- 188 ENG 048 - 170	ENG 041 - 23 ENG 047- 115 ENG 048 - 115	ENG 041 - 27 ENG 047- 129 ENG 048 - 111	ENG 041 - 22 ENG 047- 185 ENG 048 - 147	ENG 041 - 6 ENG 047- 146 ENG 048 - 217
<i>CREDIT HOURS PRODUCED</i>	ENG 041 - 57 ENG 047- 564 ENG 048 - 510	ENG 041 - 69 ENG 047- 345 ENG 048 - 345	ENG 041 - 81 ENG 047- 387 ENG 048 - 333	ENG 041 - 66 ENG 047- 555 ENG 048 - 441	ENG 041 - 18 ENG 047- 438 ENG 048 - 651
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>					

REVIEW RESULTS	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The current remedial English courses serve the students in our district gain the reading and writing skills needed for success in college. The college will implement a tracking method to determine student success in post-remedial English classes.
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	<ol style="list-style-type: none"> 1. Identify multiple measures of placement. Spring 2020 2. Revise placement scores for co-requisite courses. Spring 2020 3. Develop and implement co-requisite courses at extension centers. Spring 2020 4. Implement tracking method for students completing remedial English into transfer-level English

Addendum 1

NextGen Placement Reading/Writing Scores from SCC English Faculty and
Testing Coordinator

Per ICCCAO & ICCSSO Recommendations

11/29/18

Each of the following multiple measures will be independently used to allow students to demonstrate readiness for college-level English courses. If you meet one of the following measures, you may enroll in college-level English 111:

- **An SAT score of 480 in English**
- **An ACT score of 19 in English**
- **Successful completion of a college-level English course at another college or university as evidenced in an official transcript**
- **Completion of 4 years of high school-level English with an A in each course as evidenced in an official transcript**

If your NextGen Accuplacer Reading/Writing scores are	You are eligible (qualify) for the following:
250 & above	Placement into ENG 111
243-249	Mandatory <i>coreq</i> placement into ENG 048 <i>and</i> ENG 111
237-242	Mandatory concurrent placement into ENG 048 <i>and</i> ENG 047
224-236	Mandatory placement into ENG 047
0-223	Mandatory placement into ENG 041

Student and Academic Support Services

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

<i>COLLEGE NAME:</i>	Shawnee Community College
<i>FISCAL YEAR IN REVIEW:</i>	FY19
<i>REVIEW AREA:</i>	Financial Aid
<p>Program Summary Please provide a brief summary of the function of the program.</p>	The Financial Aid Department will uphold the college mission by providing financial aid in the form of scholarships, grants, part-time employment, and private loans to meet a student’s financial need.
<p>Prior Review Update Describe any quality improvements or modifications made since the last review period.</p>	The college has changed Enterprise Resource Planning (ERP) systems. Colleague is now being utilized and it has significantly improved many processes. More information is immediately available online to students, as well.
<p>What are the identified or potential weaknesses of the program?</p>	A few challenges (or potential weaknesses) within the Financial Aid Department are as follows: due to budget constraints, allowing all staff to attend conferences to stay up-to-date on financial aid rules has been somewhat limited; keeping up all regular and extra activities while being shorthanded on staff has been challenging.
<p>What are the program’s strengths?</p>	Strengths in the Financial Aid Department include the following: knowledgeable staff, teamwork among staff members, good communication within the office, eagerness to accommodate student, parent, and staff needs, flexibility with schedules, staying within the departmental budget, and the ability to organize special events.

<p>Rationale Detail all major findings resulting from the current review.</p>	<p>Colleague has improved the efficiency of the office in many ways. However, there are still many areas that we will try to learn more about in the near future. Increasing the number of full-time staff members in the Financial Aid Department would be beneficial.</p>
<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.</p>	<p>To continuously improve the Financial Aid department, we will work with IT to create customized CROA reports, work with Colleague Action Line to write more specific rules for certain processes, and strive to increase the number of full-time employees as the budget allows.</p>