

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>	FY20
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Career & Technical Education				
College Name:		Shawnee Community College		
Academic Years Reviewed:		FY15-FY19		
Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Associate Degree Nursing	Degree	72 Credits	513801	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?		<p>In 2019, nursing faculty reviewed and revised the program objectives in preparation for ACEN accreditation. The revised program objectives are as follows:</p> <ol style="list-style-type: none"> ADN Student graduating from SCC will pass NCLEX-RN on the first attempt. Students who graduate from SCC ADN program will be employed as a professional registered nurse within 6 months of program completion. Students graduating from the SCC ADN program will continue their education towards a Bachelor of Science in Nursing degree. 		
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?		<ol style="list-style-type: none"> ADN Student graduating from SCC will pass NCLEX-RN on the first attempt. 2015 – 27/29 (93%) 2016 – 25/29 (86%) 2017 - 31/38 (82%) 2018- 28/29 (97%) 2019 – 27/35 (77%) Students who graduate from SCC ADN program will be employed as a professional registered nurse within 6 months of program completion. Due to implementation of the revised program objectives for Fall 2019 start, the data is not yet available. Students graduating from the SCC ADN program will continue their education towards a Bachelor of Science in Nursing degree. Due to implementation of the revised program objectives for Fall 2019 start, the data is not yet available. 		

<p>Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?</p>	<p>The last program review is cumbersome and difficult to determine what actual actions were initiate in response to the review. Changes in nursing department and faculty makes it difficult to clarify this information.</p>
<p>Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.</p>	<p>Amy Sheffer, MSN, RN – Nursing Faculty Judith A. Dollins, MSN-Ed, RN – Nursing Faculty Kayla Sauerbrunn, MSN-Ed, RN – Nursing Faculty Lorena Hines, MSN, RN – Nursing Faculty Connie Drury PhD, RN – Director of Nursing</p>
<p>Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.</p>	<p>Nursing Tutor – Assists in meeting student learning needs to ensure student success. Student Success Services – Support services for tutoring, testing, pre-nursing advising. Clinical Agencies – Opportunities for clinical learning experiences, potential employment during after program completion. Some agencies offer nurse extern programs to provide students with both employment and additional learning experiences.</p>
<p style="text-align: center;">CTE Program Review Analysis</p> <p>Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	
<p>Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.</p>	<p>Prerequisites for this program were analyzed in Spring 2020. In preparation for ACEN accreditation, the curriculum was reviewed. It was identified that the prerequisites for the prerequisites must be listed as part of the ADN curriculum. Therefore, the prerequisite of human biology for anatomy was eliminated for the ADN students. Since the vast majority of ADN students, the 1 credit hour orientation was dropped and orientation was changed to a 2-hour non-credit requirement.</p>
<p>Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>Program is 72 credit hours which meets ICCB guidelines, due to the inclusion of the prerequisites to the prerequisites.</p>
<p>Indicator 1: Need</p>	<p style="text-align: center;">Response</p>

<p>1.1 What is the labor market demand for the program?</p>	<ul style="list-style-type: none"> • Average age of the RN is 51 years of age with baby boomers retiring and the projected need to replenish and address the growing aging population, increased life expectancy, and increase in those living with chronic illness there is ongoing demand for practical nurses. • National Council of State Boards of Nursing, 55% of the RN workforce is age 50 or older, which will result in an ongoing decline of available nurses as more reach retirement age over the next decade.
<p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p>	<ul style="list-style-type: none"> • By the year 2025, the United States is projected to experience a nursing shortage of 260,000 Registered Nurses. • Projections show that more than 1 million Registered Nurses, or one-third of the entire nursing workforce, will reach retirement age within the next 10 to 15 years.
<p>1.3 What labor market information sources are utilized?</p>	<ul style="list-style-type: none"> • Nurse Registry • National Council of State Boards of Nursing
<p>1.4 How does the institution/ program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)</p>	<ul style="list-style-type: none"> • In-district students are given preference over those coming from outside of the district. • Program reputation • Shawnee Experience Day • High school job fairs • Local county fairs • Former Shawnee Practical Nursing students
<p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>Nursing faculty identify actual or potential needs. These needs are discussed among the faculty and department/division chairs. Recommended changes are voted on during departmental meetings. If approved, they are presented to the Curriculum and Instruction committee for approval or recommendations. Once the Curriculum and Instruction committee approves the changes, the changes are sent to ICCB as required and then submitted for the college catalog.</p>
<p>1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.</p>	<ul style="list-style-type: none"> • No need for action at this time. However, we would like to see more advertising for our programs. • Due to administrative turnover, there is a need to gather information and meet more frequently with the nursing advisory board. An attempt was made in March of 2020, however due to the COVID-19 pandemic the meeting was cancelled.

Indicator 2: Cost Effectiveness	Response
<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)? 	<ul style="list-style-type: none"> • Revenue base comes from tuition, equalization, and credit hour funding. • The associate degree nursing program in 2016 made up 2.08% of the institutional budget, 2017 it made up 2.2% of the instructional budget, 2018 was 1.47%; and 2019 was 1.96%. • In 2018 the cost for associate degree nursing student was \$4571.00 with the cost for occupational therapy assistant program per student was 6878.00.
<p>2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.</p>	<ul style="list-style-type: none"> • There currently no grant funding for this program.
<p>2.3 What are ways that the college will be increasing the cost-effectiveness of this program?</p>	<ul style="list-style-type: none"> • A request has been placed to change our assessment program to one that is more cost effective and a wider range of resources. • Changes in uniforms and lab bags to decrease costs. • Books have been bundled to decrease cost to students.
<p>2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?</p>	<ul style="list-style-type: none"> • The total cost for students for the ADN program, including tuition, books, instructional fees, uniforms, drug screens, background checks, licensure fees in the 2019-2020 academic years were \$7519.00 • WIOA (Workplace Innovation Opportunity Act) provides students with money tuition, fees, uniforms, books, and mileage reimbursement. • Pell Grants assist in providing resources for student learning
<p>2.5 Did the review of program cost result in any actions or modifications? Please explain.</p>	<ul style="list-style-type: none"> • No action or modification was made as a result of the program review.
Indicator 3: Quality	Response

<p>3.1 What are the program's strengths?</p>	<ul style="list-style-type: none"> • NCLEX pass rates remain greater than the IDFPR required 75% for 5 years and greater than 80% four out of five years. • Associate degree nursing faculty are all masters with two having doctorate degrees. • Nursing faculty teach in both programs allowing students consistency in knowing teaching techniques and styles. • All full-time faculty teach clinical as well as, theory providing a strong and current academic foundation.
<p>3.2 What are the identified or potential weaknesses of the program?</p>	<ul style="list-style-type: none"> • Over the past five years, the program retention rate is somewhat low with an average of 64.8% • Many students lack preparation for the rigor of the associate degree professional nursing program. • In December of 2017, two full-time faculty abruptly resigned and retired. • The state licensure pass rates have not been consistent with 2015 being 93%, 2016 – 86%, 2017 – 82%, 2018 – 97%, and 2019 being 77%.
<p>3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?</p>	<ul style="list-style-type: none"> • The associate degree nursing program is delivered through the traditional, face-to-face format.
<p>3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB¹? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.</p>	<ul style="list-style-type: none"> • The program is approved by the ICCB, but the official certification of the program of study for Perkins V has not yet been completed. Completion of this is planned for the near future.

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

<p>3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.</p>	<p>Students may begin with as a certified nursing assistant, then proceed with the practical nurse program, and may move forward into the ADN program. Some students choose to further their education to a Bachelor's of Science in Nursing and even graduate studies with each step leading higher skill levels, higher salary, and increased demand in society</p>
<p>3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p>	<ul style="list-style-type: none"> • Recent purchase of a high-simulation manikin that gives birth. SCC nursing faculty are still in the process of learning the functions and incorporating this significant piece of equipment into their lesson plans. • SCC nursing faculty value the clinical experiences of the student and therefore, the program requires more clinical experience for practical nursing students.
<p>3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p>	<p>There are not dual credit opportunities with the practical nursing program at this time.</p>
<p>3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>Clinical experiences in a variety of settings. Students are provided a realistic picture of their future work experience, environments, and patient encounters.</p>
<p>3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).</p>	<p>SCC ADN program is currently has candidacy status in the process of becoming Accreditation Commission for Education in Nursing (ACEN) accredited.</p>
<p>3.10 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>At completion of the program, students are prepared to take and pass an examination for state licensure for professional nursing.</p>
<p>3.11 Is this an apprenticeship program? If so, please elaborate.</p>	<p>This is not an apprenticeship program</p>

<p>3.12 If applicable, please list the licensure examination pass rate.</p>	<p>ADN Student graduating from SCC will pass NCLEX-RN on the first attempt. 2015 – 27/29 (93%) 2016 – 25/29 (86%) 2017 - 31/38 (82%) 2018- 28/29 (97%) 2019 – 27/35 (77%)</p>
<p>3.13 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>Cooperative agreements are sought prior to clinical assignments at all agencies for clinical rotations. Articulation agreements include:</p> <ul style="list-style-type: none"> • Southern Illinois University – Edwardsville • Southeast Missouri State University • Murray State University
<p>3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?</p>	<p>No new partnerships have been identified.</p>
<p>3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?</p>	<ul style="list-style-type: none"> • All nursing faculty have attended the ACEN workshop in preparation for accreditation. • Faculty are required to achieve CEUs for ongoing licensure and certifications. • Professional development is provided by the college at least twice per year. • Online CEUs are offered through NurseTim. This service is paid for by the college for all nursing faculty.
<p>3.16 What is the status of the current technology and equipment used for this program?</p>	<p>The program has access to a high simulation manikin and several low-simulation manikins. Nursing faculty and students currently has access to an electronic health record program to be used in the classroom, lab, and clinical setting. Assessment Technology Institute is used by faculty and students for ongoing assessment of student progress toward course and program learning objectives.</p>
<p>3.17 What assessment methods are used to ensure student success?</p>	<p>Student theory performance is assessed with course examinations, course assignments, and proctored ATI assessments. Student clinical performance is assessed via direct observation, writing simulations, simulation laboratories, self-evaluation, and written assignments. We use several of these assessment methods to participate in the college-wide CQI to measure student learning outcomes. The college-wide data is submitted to the Assessment Committee.</p>

3.18 How are these results shared with others at the institution for continuous improvement?	The results for college-wide CQI are presented annually to faculty and administration on Assessment Day.
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	A semester was added and curriculum reorganized to decrease the number of classes, assignments, and exams expected of students. Students in the past went direct from PN completion at the end of July to beginning the associate degree program the second week in August. With the reorganization of the curriculum, students can prepare for state licensure exam since they are not required to take courses in the summer semester. The new curriculum allows for more focused learning as the theory and clinical courses are better aligned. A Human Diversity in Healthcare course was added to better prepare students for providing patient care to various cultures in both the district and healthcare facilities. Nursing faculty have requested to change from ATI to Kaplan because of added resources and services as well as, decreased cost to the student.
3.20 How satisfied are students with their preparation for employment?	Due to turnover in the college's Director of Institutional Research, Effectiveness, and Planning position and the director position in the nursing department, the data is not available. Furthermore, the graduation surveys for the college are attached to the graduation applications. Nursing students are not yet qualified to secure employment within as graduate or licensed nurses at the time the graduation data is collected.
3.21 How is student satisfaction information collected?	The college requests that students complete course evaluations at the end of each course. These evaluations are then shared with course faculty.
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	In the past there was an advisory board who met annually for input into the curriculum, satisfaction, and collaboration. However, due to administrative turnover, the advisory board has not met in several years. An attempt was made in March of 2020 to reconvene the advisory board and a meeting was scheduled. However due to the COVID-19 pandemic the meeting was cancelled.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The need to reconvene with annual advisory board meetings has been identified and faculty plan to schedule a meeting with the advisory board members on campus or via Zoom in the near future.

3.24 How satisfied are employers in the preparation of the program's graduates?	Due to turnover in the college's Director of Institutional Research, Effectiveness, and Planning position and the director position in the nursing department, the data is not available.
3.25 How is employer satisfaction information collected?	Per conversation with the college's current Director of Institutional Research, Effectiveness, and Planning, in the past the Career Services Department was responsible for collecting this type information.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	Review of the program has assisted the nursing faculty to identify the gaps in data collection. A plan for addressing these gaps will be included in the upcoming nursing department meetings
<i>LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.</i>	
<p>Student retention continues to be a challenge in the nursing programs. It is identified that there is a delicate balance in retaining all student who are admitted to the program, and students successfully completing the program along with passing state licensure exam. With the requirement of student completion of a practical nursing program and licensure by the end of the first semester as well as the district's population have low socioeconomic status, many of the student are anxious to work as an LPN. Students tend to work more than recommended creating additional stress and distractions that interferes with their studies thus lowering student success. The recent turnover in college administration and the director of nursing as well as, changes in the computer software for data collection and analysis has resulted in gaps in the assessment data. The nursing department plans to work closely with the current Institutional Research Effectiveness and Planning Director to coordinate and implement a plan for collecting data that is relevant and useful for the nursing programs' assessment process.</p>	

Performance and Equity

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

CTE Program	Associate Degree Nursing Program				
CIP Code	513801				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	58	52	56	38	50
Number of Completers	32	26	39	27	39
Other (Please identify)					
How does the data support the program goals? Elaborate.	This program has experienced a 75% or greater state licensure pass rate for 14 of the last 15 years.				
What disaggregated data was reviewed?	Retention rates, completion rates, NCLEX pass rates				
Were there gaps in the data? Please explain.	There are gaps in graduate, employer, and alumni surveys for the purposes of assessing the needs and satisfaction of the practical nursing program.				
What is the college doing to overcome any identifiable gaps?	The nursing department has identified the gaps and while seeking accreditation of the program are trying to address these gaps to improve the success of the program and attain accreditation.				
Are the students served in this program representative of the total student population? Please explain.	Faculty believe the students are a good representation of the student population. We have students from various socioeconomic, racial, and cultural backgrounds.				
Are the students served in this program representative of the district population? Please explain.	Yes, the majority of students in the nursing programs reside in-district. As previously stated they have a varied socioeconomic, racial, and cultural backgrounds.				
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)				

<p>Summary Rationale Please provide a brief rationale for the chosen action.</p>	<p>Nursing faculty continue to review curriculum to meet the requirements for accreditation, improve student retention, and student success.</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>	<ul style="list-style-type: none"> • In Spring 2020, course objectives were revised. • Clinical evaluation tools are being revised to better objectively assess student learning and performance. • The nursing department will work closely with the Director of Institutional Research, Effectiveness, and Planning to develop, implement for data collection and analyze data so to identify needs and changes within the program. A timeline will be established for analyzing and closing the loops on identified needs and changes. • Clinical evaluation tool revisions will be completed and implemented by Summer 2021. • Surveys will be developed and implemented by Spring 2021.
<p>Resources Needed</p>	<p>Assistance in gathering, consolidating, and analyzing data.</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>Director of Nursing, nursing faculty, and staff</p>

Career & Technical Education				
College Name:		Shawnee Community College		
Academic Years Reviewed:		FY15-FY19		
Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Agriculture Business and Management	Degree	60 Credits	010101	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?		This program is designed to prepare the student as a manager, salesperson, or self-employed dealer in the field of agriculture or agriculture related business.		
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?		Students are required to complete a 150-hour internship at an agricultural business as part of their coursework. The program undergoes SCC's Annual Continuous Quality Improvement Assessment.		
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?		To continue with minor improvements.		
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.		Dr. Mary Fischer, Agriculture Instructor and member of the Curriculum and Instruction Committee was primarily responsible for this review.		
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)		2020 Advisory Committee: Hannah Miller, Farm Bureau Manager-Massac, Pope, and Alexander Counties Mark Eddleman, President-Union County Farm Bureau David Stewart, Crop Adjuster-SE MO, Southern Illinois, Western KY		

Also describe their role or engagement in this process.	Lindsey LeFevre, Agriculture Instructor-Cobden High School Brett Miller, Agriculture Instructor-Century High School Monty Webb, Manager-Farm Services (FS), Marion, IL
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CTE Program Review Analysis

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

Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	In 2019, on review of the program, ag faculty noted that many students were transferring to four-year institutions upon finishing their first year without completing a two-year program. A Guided Pathway for a One-Year Certificate in Agriculture was proposed to allow for student completers.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	A One-Year Certificate in Agriculture, developed in Fall, 2019, is part of the Guided Pathway for an Associate of Applied Science. The 33-hour certificate allows a student to enroll in all dual program (Agribusiness and Management, and Fish and Wildlife Management) courses in the first year. Upon successful completion of the one-year certificate, the student may then select the program (Agribusiness and Management, and Fish and Wildlife Management) for the second-year and completion of their two-year AAS degree.

Indicator 1: Need	Response
1.1 What is the labor market demand for the program?	Labor market demand is sluggish at 1% gain in Illinois (2018-2028), but does not consider Illinois' industrial hemp and medicinal and craft marijuana programs.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Outlook for next 10 years (2018-2028) is a 1% gain or 4,390 annual job openings in Illinois. This figure does not consider the recent industrial hemp industry in Illinois or the approval of medicinal and craft marijuana licensures.
1.3 What labor market information sources are utilized?	https://www.onetonline.org/

1.4 How does the institution/program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	Students are recruited at job fairs, Career and Technical Education Days, school visits, Ag Club activities, person-to-person, and college marketing campaigns and college website. Interest cards, returned and collected at the above-named events, are then followed up.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	The Curriculum and Instruction Committee evaluates the needs/changes of a program.
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	The review of the program resulted in the need to develop a one-year certificate as part of a guided pathway to completion.
Indicator 2: Cost Effectiveness	Response
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: <ul style="list-style-type: none"> • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)? 	<p>Cost associate with this program include the direct cost of instructor salary and benefits along with supplies totaling \$51,975.</p> <p>The costs are comparable to other programs, but specifically Fish & Wildlife Management.</p> <p>The college is paying for this program through tuition, equalization, and credit hour funding.</p>
2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	N/A
2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	The institution is looking to supplement costs with grant funding.

2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?	\$115/ credit hour plus minimal fees (\$10/hour for technology fee); Perkins Funding, Financial Aid (MAP grants, Federal Pell grants).
2.5 Did the review of program cost result in any actions or modifications? Please explain.	No, although the enrollment numbers are low, the program is not a high cost program.
Indicator 3: Quality	Response
3.1 What are the program's strengths?	Small classes with more instructor to student interactions and more student to student interactions.
3.2 What are the identified or potential weaknesses of the program?	Rural location; Additionally, two four-year institutions are approximately equidistance from the local community college for most students. Also, the lack of development of a transfer track for students who want to transfer to a four-year institution.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?	Traditional format (face-to-face). There has been no comparison with other delivery methods during this review period.
3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB ¹ ? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.	Not at this this time; however, the college will look to certify this program in the near future.

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

<p>3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.</p>	<p>Not at this time. However, a one-year Certificate of Agriculture as part of a guided pathway has been developed.</p>
<p>3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p>	<p>N/A</p>
<p>3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p>	<p>No</p>
<p>3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>Students are required to complete a 150-hour internship in a business related to the coursework. Students should obtain their own internship (either paid or unpaid). However, if a student has difficulties in securing an internship, Ag faculty will assist them.</p>
<p>3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).</p>	<p>No</p>
<p>3.10 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>N/A</p>
<p>3.11 Is this an apprenticeship program? If so, please elaborate.</p>	<p>N/A</p>
<p>3.12 If applicable, please list the licensure examination pass rate.</p>	<p>N/A</p>

3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	SIU, Carbondale, IL
3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	A partnership with FS (Farm Services) and Cypress Creek National Wildlife Refuge are developing.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?	Faculty in this program try to attend in-state professional development where offered. Out-of-state professional development could be paid under Perkins V.
3.16 What is the status of the current technology and equipment used for this program?	All equipment for this program is up-to-date and adequate for the program.
3.17 What assessment methods are used to ensure student success?	The program undergoes SCC's Annual Continuous Quality Improvement Assessment.
3.18 How are these results shared with others at the institution for continuous improvement?	The Institution has set a late April date for program review and findings to be presented and shared campus-wide.
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	One-year certificate in agriculture was developed in Fall, 2019 as part of the guided pathway to encourage program completers.
3.20 How satisfied are students with their preparation for employment?	Students have stated their internships have helped prepared them for future employment and future employers.
3.21 How is student satisfaction information collected?	Post-Semester course evaluations are provided.
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Internships provide students the opportunities for work-based learning. Employers are able to evaluate the students as "potential" employees and allows students to evaluate "potential" employers.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	Annual Agriculture Advisory Committee Meetings allow for increased opportunities for Ag Advisory Committee members to visit the classrooms as guest speakers.

3.24 How satisfied are employers in the preparation of the program's graduates?	Employers are sent a survey to complete for a comprehensive local needs assessment under Perkins V. Additionally, required internships allow for employer evaluations of the interns.
3.25 How is employer satisfaction information collected?	See above
3.26 Did the review of program quality result in any actions or modifications? Please explain.	Based on conversations at the Ag Advisory Meeting held in early February, 2020, has created an opportunity to develop a transfer track for students to nearby four-year institutions.
<i>LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.</i>	
None	

Performance and Equity					
Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5-year longitudinal data available.					
CTE Program	Agriculture Business and Management				
CIP Code	010101				
	2015	2016	2017	2018	2019
Number of Students Enrolled	12	17	17	27	21
Number of Completers	0	4	2	6	2
Other (Please identify)					
How does the data support the program goals? Elaborate.	The program is suffering low enrollment. We need to talk to local high school students to determine why our program is not attracting the numbers it should.				
What disaggregated data was reviewed?	No disaggregate 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 at this time.				
What is the college doing to overcome any identifiable gaps?	The college has a full time Institutional Researcher in place so information will be utilized in future reviews.				
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. Though this is an established program, it has had difficulty attracting large numbers of new students.				
Are the students served in this program representative of the district population? Please explain.	Students served in this program are representative of the district population. The SCC student population is predominantly white and reflects the population of rural, southwestern 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 curriculum for the program is solid, however we need more enrollment.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	We want to determine the need to develop some transfer track ag degrees to see if that boosts enrollment.
Resources Needed	N/A
Responsibility Who is responsible for completing or implementing the modifications?	Dr. Anna Vaughn-Doom, newly hired Agriculture Instructor

Career & Technical Education				
College Name:		Shawnee Community College		
Academic Years Reviewed:		FY15-FY19		
Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Certified Nursing Assistant	Certificate	7.5 Credits	513902	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?		<p>Upon completion of the CNA Program the student will be able to:</p> <ol style="list-style-type: none"> 1. Competently practice as a nursing assistant in a variety of settings. 2. Communicate effectively to provide safe care to residents in a variety of settings. 3. Problem-solve to provide safe care to residents in a variety of settings. 4. Apply ethical practices to provide safe care to residents in a variety of settings. 		
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?		CNA Program is able to monitor the Certification Pass Rate for graduates. Currently there is not a measurement tool for a more comprehensive assessment of the program outcomes. The plan will be to design a Graduate Exit Survey and Employer Survey to obtain this data.		
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?		The past review was not able to be located.		
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.		Amy Sheffer, MSN—CNA Program Coordinator and full-time instructor Assistance was sought from the Dean of Nursing, Dr. Connie Drury, and Allied Health Chairperson, Ms. Kayla Sauerbrunn to ensure the information was presented correctly, due to a new Coordinator of the CNA Program.		
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)		<p>Students have access to Student Support Services available at the College to support student success.</p> <p>Students have access to the IT department when utilizing the Moodle platform and email.</p>		

Also describe their role or engagement in this process.	
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CTE Program Review Analysis

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

Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	No pre-requisites required for CNA
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Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	N/A
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Indicator 1: Need	Response
1.1 What is the labor market demand for the program?	The demand for CNAs is very high due to the baby-boom population aging and an increase in the number of older adults living longer. Additionally, the drive to keep healthcare cost low is causing patients to be discharged from facilities more quickly to either long-term care facilities or home healthcare agencies.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Since a CNA career has limited opportunities for advancement, many CNAs are expected to leave their job to pursue higher formal training. This will result in more job opportunities for those who have the correct training. Overall employment of nursing assistants is projected to grow 9 % to 11% percent from 2018 to 2028, faster than the average for all occupations.
1.3 What labor market information sources are utilized?	US Bureau of Labor Statistics Illinois Department of Employment Security
1.4 How does the institution/ program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	Recruitment is promoted at the SCC Experience Day in the fall with high school students and a CTE Day in the spring. Additional recruitment occurs at high school job fairs. Community employers have come into the class to discuss the facility and its offering for students.

<p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>Any changes needed for the CNA Program starts with the Director of Nursing and the Allied Health Division Chair. The change is then submitted to the Vice President of Academic Affairs before moving to the Curriculum & Instruction Committee for final approval.</p>
<p>1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.</p>	<p>The program need review provides evidence to continue the CNA Program due to projected growth in the healthcare field and an avenue for point for entry into the Nursing Program. Development of an Advisory Committee could better assist with the program being aligned with employer needs as it would provide feedback from employers.</p>
<p>Indicator 2: Cost Effectiveness</p>	<p>Response</p>
<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)? 	<p>Institutional funds pay for the CNA program.</p> <p>Comparison of direct cost: CNA Program Cost to the College: \$86,198 Cost to Student \$1,320</p> <p>Nail Tech Program Cost to College \$14,820.58 Cost to Student \$2,859</p> <p>Medical Coding Program Cost to College \$10,371 Cost to Student \$1,500</p>
<p>2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.</p>	<p>The CNA Program is not grant funded.</p>
<p>2.3 What are ways that the college will be increasing the cost-effectiveness of this program?</p>	<p>Potentially looking at possible grants to help students pay for the program. Perkins is currently offering assistance to students who meet eligibility requirements who are taking a CTE program like CNA.</p>

2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?	The cost to the student for tuition and fees is approximately \$1300. The student may choose to enroll in the payment plan option offered at the College. For students who are eligible, he/she may participate in the Workforce Investment Opportunity (WIOA) program. The student may select the Gerontology Aide program in order to receive PELL assistance, due to the CNA Program being a stackable certificate.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	Cost have been kept to a minimum.
Indicator 3: Quality	Response
3.1 What are the program's strengths?	Longevity of 2 adjunct faculty; Program coordinator with 14 years educational experience; Meeting the needs of the communities served by SCC; Success on state certification examination; and Job placement when students are finished with the program.
3.2 What are the identified or potential weaknesses of the program?	No identified program outcomes or systematic evaluation plan No advisory board established Cost of the program Low enrollment
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?	CNA is delivered face-to-face (traditional) method. As a result of Covid-19 the CNA spring & summer theory portion had to be taught online using Zoom meetings. Additionally, the instructor placed voice-over PowerPoints on Moodle for students to reference.
3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB ¹ ? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.	Approved by ICCB. Looking at the possibility of the CNA program being Perkins eligible, hoping within the next two years to seek certification as a Perkins Program of Study.

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

<p>3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.</p>	<p>The CNA program does meet the requirements for a career pathway program. It meets element A, aligns with the skill needs of industries in the economy of the state or regional economy involve, by meeting local and state employers need for certified employees to work in healthcare settings. It meets element C by supporting an individual in achieving the educational and career goals, by assisting students financially to obtain his/her career goal. It meets element D by offering career focused instruction that combines academic and technical skills needed for success. It meets element F by allowing the student to obtain entry into healthcare and then transition to continuing education opportunities in nursing such as becoming a licensed practical nurse or registered nurse.</p>
<p>3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p>	<p>During the Covid-19 pandemic, instruction was moved to online learning for both the spring and summer 2020 semesters to allow the students the ability to continue to complete the program. Students were successful when taking their state certification exam.</p>
<p>3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p>	<p>CNA is offered as dual credit to the following high schools: Anna-Jonesboro, Cobden, Goreville, Massac, Shawnee, and Vienna.</p>
<p>3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>The CNA program provides a minimum of 40 hours of clinical work experience in local long-term care facilities. This allows students to implement and build confidence in skills learned for the CNA profession. The clinical component ties together theory with real world experience to develop the students critical thinking skills needed for certification exam and the profession.</p>
<p>3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).</p>	<p>The CNA Program is approved the Illinois Department of Public Health which reviews the program at a minimum of every two years (last visit was Spring2019). There is no industry required voluntary accreditation for the CNA Program.</p>
<p>3.10 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>Yes, once an eligible student successful completes the course and then successfully passes the state's certification examination the student has earned the credentials of "Certified Nurse Assistant" recognized by the industry.</p>
<p>3.11 Is this an apprenticeship program? If so, please elaborate.</p>	<p>CNA is not an apprenticeship program</p>

3.12 If applicable, please list the licensure examination pass rate.	Year	2015	2016	2017	2018	2019	2020
	#Student	25	24	40	30	2	4
	Pass Rate	77%	79%	92% first time	80% first time	100% first time	100% first time
	Anna extension:						
	Year	2015	2016	2017	2018	2019	2020
	# Student	21	30	24	13	7	7
	Pass Rate	81%	86%	96% first time	92% first time	100% first time	100% First time
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	To perform clinicals the College has affiliation agreements with Southgate Nursing and Rehabilitation Center, Metropolis, Illinois and Veteran Home in Anna, Illinois. Obtaining the CNA certification will assist with entry into the SCC PN program						
3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	No						
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?	CNA conference held by the State is offered annually where updates are provided for program requirements as well as educational in-services. The program coordinator, current adjunct faculty, and dual credit instructors have joined the Certified Nursing Assistant Educator Association (CNAEA).						
3.16 What is the status of the current technology and equipment used for this program?	Consumables—replaced as needed (gloves, alcohol wipe) A majority of the equipment in the Anna lab and main campus nursing lab is in good working order. However, a bed in the Anna lab does need to be replaced due the electrical components allowing the bed to function.						
3.17 What assessment methods are used to ensure student success?	Unit and final exams, demonstrating skills proficiency in the lab, and clinical skills check offs.						
3.18 How are these results shared with others at the institution for continuous improvement?	Pass rates will be shared with the Director of Nursing and the Allied Health Division Chair.						
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	CNA course objectives have been revised to be more measurable with the implementation of a Clinical Evaluation Tool. The final examination was revised to reflect the content areas outlined on the state certification exam (spring2020)						

3.20 How satisfied are students with their preparation for employment?	Currently no formal measuring performed.
3.21 How is student satisfaction information collected?	Currently no formal measuring performed. Planning on a survey sent to students.
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	There have been employers come to speak to the students about work placement offerings.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	Currently, no advisory board. However, we would like to form one for the upcoming academic year, which will include our secondary schools, local clinical site directors, and employers.
3.24 How satisfied are employers in the preparation of the program's graduates?	Currently no formal measuring performed. Planning on a survey sent to student employers as well as holding annual advisory committee meetings to discuss program improvement.
3.25 How is employer satisfaction information collected?	Currently no formal measuring performed. Planning on a survey.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	Identification of the need for collection of information from students and employers, as well as the development of an advisory board.
<i>LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.</i>	
Retention can be a barrier to students remaining the in the CNA program due to the expense of the program and little financial assistance available.	

Performance and Equity

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

CTE Program	Certified Nursing Assistant				
CIP Code	513902				
	Year 1 2015	Year 2 2016	Year 3 2017	Year 4 2018	Year 5 2019
Number of Students Enrolled	117	118	108	108	71
Number of Completers	99	83	86	102	69
Other (Non-dual credit)	83	85	71	60	26
How does the data support the program goals? Elaborate.	There remains interest in the program for students to start as entry level practitioner in a variety of healthcare settings.				
What disaggregated data was reviewed?	Disaggregated data reviewed included gender, ethnicity, and traditional/non-traditional student status.				
Were there gaps in the data? Please explain.	There were changes in how the data was formulated from the 2015-2017 academic year to the 2018-2019 academic year. Data retrieval for the 2015-2017 data came from analysis of AS400 and ICCB submitted information versus data from 2018-2019 which was populated using the Colleague system.				
What is the college doing to overcome any identifiable gaps?	With SCC continuing to use the Colleague system to track data, India Hampton will be able to filter the data to be more meaningful. India and I will be able to work closer together starting with the 2020 academic year to continue to monitor enrollment and student demographics for better reporting.				
Are the students served in this program representative of the total student population? Please explain.	The students served in the CNA program are representative of the total student population in ethnicity (around 80% white and 12% African-American). The CNA program has much higher female ratio than the general student population (CNA females are 88% compared to the College population of 57%). Respectively the male population is much lower for the CNA program than the College (13% males in the CNA program compared to 43% in the College). The traditional student population for CNA students is an average population of 74% compared to the total Shawnee traditional average population of 39%.				

<p>Are the students served in this program representative of the district population? Please explain.</p>	<p>Overall comparison is that there are more traditional students in the CNA program than overall in the district with 56% in the district population.</p>
<p>Review Results</p>	
<p>Action</p>	<p> <input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify) </p>
<p>Summary Rationale Please provide a brief rationale for the chosen action.</p>	<p>Other than cost, the CNA Program is performing up to standards.</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>N/A</p>
<p>Resources Needed</p>	<p>Grants as additional sources of funding.</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>Coordinator of the CNA Program</p>

Career & Technical Education				
College Name:		Shawnee Community College		
Academic Years Reviewed:		FY15-FY19		
Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Fish and Wildlife Management	Degree	60 Credits	030601	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?		The fish and wildlife management curriculum is designed to prepare the student for employment in a variety of jobs related to wildlife management and conservation.		
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?		Students are required to complete a 150-hour internship at an agricultural business as part of their coursework. The program undergoes SCC's Annual Continuous Quality Improvement Assessment.		
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?		To continue with minor improvements.		
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.		Dr. Mary Fischer, Agriculture Instructor and member of the Curriculum and Instruction Committee was primarily responsible for this review.		
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.		2020 Advisory Committee: Hannah Miller, Farm Bureau Manager-Massac, Pope, and Alexander Counties Mark Eddleman, President-Union County Farm Bureau David Stewart, Crop Adjuster-SE MO, Southern Illinois, Western KY Lindsey LeFevre, Agriculture Instructor-Cobden High School Brett Miller, Agriculture Instructor-Century High School		

	Monty Webb, Manager-Farm Services (FS), Marion, IL
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CTE Program Review Analysis

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

Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	In 2019, on review of the program, ag faculty noted that many students were transferring to four-year institutions upon finishing their first year without completing a two-year program. A Guided Pathway for a One-Year Certificate in Agriculture was proposed to allow for student completers.
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Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	A One-Year Certificate in Agriculture, developed in Fall, 2019, is part of the Guided Pathway for an Associate of Applied Science. The 33-hour certificate allows a student to enroll in all dual program (Agribusiness and Management, and Fish and Wildlife Management) courses in the first year. Upon successful completion of the one-year certificate, the student may then select the program (Agribusiness and Management, and Fish and Wildlife Management) for the second-year and completion of their two-year AAS degree.
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Indicator 1: Need	Response
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1.1 What is the labor market demand for the program?	Projected employment for Fish and Game Wardens in Illinois is expected to increase by 4% (2018-2028). Projected employment for conservation scientists in Illinois is estimated to increase by 5% (2018-2028). Projected employment for wildlife biologists in Illinois is expected to increase by 4% (2018-2028). Projected employment for biological scientists in Illinois is expected to increase by 5% (2018-2018).
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1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Outlook as indicated above suggests growth within the industry.
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1.3 What labor market information sources are utilized?	https://www.onetonline.org/
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1.4 How does the institution/program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	Students are recruited at Job Fairs, Career and Technical Education Days, school visits, Ag Club activities, person-to-person, and college marketing campaigns and college website. Interest cards, returned at the above-named events, are then followed up.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	The Curriculum and Instruction Committee evaluates the needs/changes of a program.
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	The review of the program resulted in the need to develop a one-year certificate as part of a guided pathway to completion.
Indicator 2: Cost Effectiveness	Response
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: <ul style="list-style-type: none"> • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)? 	<p>Cost associate with this program include the direct cost of instructor salary and benefits along with supplies totaling \$51,975.</p> <p>The costs are comparable to other programs, but specifically Agribusiness and Management.</p> <p>The college is paying for this program through tuition, equalization, and credit hour funding.</p>
2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	N/A
2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	The institution is looking to supplement costs with grant funding.

2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?	\$115/ credit hour plus minimal fees (\$10/hour for technology fee); Perkins Funding, Financial Aid (MAP grants, Federal Pell grants).
2.5 Did the review of program cost result in any actions or modifications? Please explain.	No, although the enrollment numbers are low, the program is not a high cost program.
Indicator 3: Quality	Response
3.1 What are the program's strengths?	Small classes with more instructor to student interactions and more student to student interactions.
3.2 What are the identified or potential weaknesses of the program?	Rural location; Additionally, two four-year institutions are approximately equidistance from the local community college for most students. Also, the lack of development of a transfer track for students who want to transfer to a four-year institution.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?	Traditional format (face-to-face). There has been no comparison with other delivery methods during this review period.
3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB ¹ ? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.	Not at this this time; however, the college will look to certify this program in the near future.

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

<p>3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.</p>	<p>Not at this time. However, a one-year Certificate of Agriculture as part of a guided pathway has been developed.</p>
<p>3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p>	<p>N/A</p>
<p>3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p>	<p>Yes. Wildlife Management at Cobden High School, in Cobden, IL.</p>
<p>3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>Students are required to complete a 150-hour internship in a business related to the coursework. Students should obtain their own internship (either paid or unpaid). However, if a student has difficulties in securing an internship, Ag faculty will assist them.</p>
<p>3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).</p>	<p>No</p>
<p>3.10 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>N/A</p>
<p>3.11 Is this an apprenticeship program? If so, please elaborate.</p>	<p>N/A</p>
<p>3.12 If applicable, please list the licensure examination pass rate.</p>	<p>N/A</p>

3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	SIU, Carbondale, IL
3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	A partnership with Cypress Creek National Wildlife Refuge has been formed. This partnership has led to graduates being hired through the Americorps Program, with salary, for an additional one-year on-the-job training.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?	Faculty in this program try to attend in-state professional development where offered. Out-of-state professional development could be paid under Perkins V.
3.16 What is the status of the current technology and equipment used for this program?	All equipment for this program is up-to-date and adequate for the program.
3.17 What assessment methods are used to ensure student success?	The program undergoes SCC's Annual Continuous Quality Improvement Assessment.
3.18 How are these results shared with others at the institution for continuous improvement?	The Institution has set a late April date for program review and findings to be presented and shared campus-wide.
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	One-year certificate in agriculture was developed in Fall, 2019 as part of the guided pathway to encourage program completers.
3.20 How satisfied are students with their preparation for employment?	Students stated their internships have helped prepared them for future employment and future employers.
3.21 How is student satisfaction information collected?	Post-Semester course evaluations are provided.
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Internships provide students the opportunities for work-based learning. Employers are able to evaluate the students as "potential" employees and allows students to evaluate "potential" employers.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	Annual Agriculture Advisory Committee Meetings allow for increased opportunities for Ag Advisory Committee members to visit the classrooms as guest speakers.

3.24 How satisfied are employers in the preparation of the program's graduates?	Employers are sent a survey to complete for a comprehensive local needs assessment under Perkins V. Additionally, required internships allow for employer evaluations of the interns.
3.25 How is employer satisfaction information collected?	See above
3.26 Did the review of program quality result in any actions or modifications? Please explain.	Based on conversations at the Ag Advisory Meeting held in early February, 2020, has created an opportunity to develop a transfer track for students to nearby four-year institutions.
<i>LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.</i>	
None.	

Performance and Equity

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

CTE Program	Fish and Wildlife Management				
CIP Code	30601				
	2015	2016	2017	2018	2019
Number of Students Enrolled	9	7	13	8	13
Number of Completers	1	2	2	3	1
Other (Please identify)					
How does the data support the program goals? Elaborate.	The program is suffering low enrollment. We need to talk to local high school students to determine why our program is not attracting the numbers it should.				
What disaggregated data was reviewed?	No disaggregate 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 at this time.				
What is the college doing to overcome any identifiable gaps?	The college has a full time Institutional Researcher in place so information will be utilized in future reviews.				
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. Though this is an established program, it has had difficulty attracting large numbers of new students.				
Are the students served in this program representative of the district population? Please explain.	Students served in this program are representative of the district population. The SCC student population is predominantly white and reflects the population of rural, southwestern 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)				

<p>Summary Rationale Please provide a brief rationale for the chosen action.</p>	<p>The curriculum for the program is solid, however we need more enrollment.</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>We want to determine the need to develop some transfer track ag degrees to see if that boosts enrollment.</p>
<p>Resources Needed</p>	<p>N/A</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>Dr. Anna Vaughn-Doom, newly hired Agriculture Instructor</p>

Career & Technical Education				
College Name:		Shawnee Community College		
Academic Years Reviewed:		FY15-FY19		
Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Practical Nursing	Certificate	51 Credits	513901	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?		<p>1. Students completing the SCC practical nursing program will pass the NCLEX-PN on the first attempt.</p> <p>2. Students who complete the SCC practical nursing program will be employed and/or continue their education toward an Associate of Science in Nursing degree within 6 months of program completion.</p>		
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?		<p>1. Students completing the SCC practical nursing will pass the NCLEX-PN on the first attempt.</p> <p style="margin-left: 40px;">2015 – 38/38 (100%) 2016 – 20/20 (100%) 2017 – 21/22 (95%) 2018 – 34/34 (100%) 2019 – 39/39 (100%)</p> <p>2. Students who complete the SCC practical nursing program will be employed and/or continue their education toward an Associate of Science in Nursing degree within 6 months of program completion.</p> <p>In 2015-2016, 16 (44% of graduating students) returned, 56% were employed, and 86% were continuing the education in an ADN program. Due to a turnover in nursing administration and the Institutional Research position, some of the data has not been available.</p>		
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?		No action identified on the last program review.		

<p>Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program.</p> <p>Also describe their role or engagement in this process.</p>	<p>Amy Sheffer, MSN, RN – Nursing Faculty Judith A. Dollins, MSN-Ed, RN – Nursing Faculty Kayla Sauerbrunn, MSN-Ed, RN – Nursing Faculty Lorena Hines, MSN, RN – Nursing Faculty Connie Drury PhD, RN – Director of Nursing</p>
<p>Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)</p> <p>Also describe their role or engagement in this process.</p>	<p>Nursing Tutor – Assists in meeting student learning needs to ensure student success. Student Success Services – Support services for tutoring, testing, pre-nursing advising. Clinical Agencies – Opportunities for clinical learning experiences, potential employment during after program completion. Some agencies offer nurse extern programs to provide students with both employment and additional learning experiences.</p>
<p>CTE Program Review Analysis</p> <p>Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	
<p>Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.</p>	<p>Prerequisites for this program were analyzed in Spring 2020. In preparation for ACEN accreditation, the curriculum was reviewed. It was identified that the prerequisites for the prerequisites must be listed as part of the PN curriculum. Therefore, the prerequisite requirements have not changed, but they are now listed on the Program Guides for full transparency.</p>
<p>Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>Program is 51 credit hours due to the inclusion of the prerequisites to the prerequisites.</p>
<p>Indicator 1: Need</p>	<p>Response</p>
<p>1.1 What is the labor market demand for the program?</p>	<ul style="list-style-type: none"> Average age of the LPN is 52 years of age with baby boomers retiring and the projected need to replenish and address the growing aging population, increased life expectancy, and increase in those living with chronic illness there is ongoing demand for practical nurses.
<p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p>	<ul style="list-style-type: none"> Employment of LPNs is projected to grow 9% from 2019-2029. Increased needs for LPNs in long-term care due to the aging population.

1.3 What labor market information sources are utilized?	<ul style="list-style-type: none"> • U.S. Labor Statistics • National Council of State Boards of Nursing
1.4 How does the institution/program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	<ul style="list-style-type: none"> • In-district students are given preference over those coming from outside of the district. • Program reputation • Shawnee Experience Day • High school job fairs • Local county fairs • CTE Day
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	<p>Nursing faculty identify actual or potential needs. These needs are discussed among the faculty and department/division chairs. Recommended changes are voted on during departmental meetings. If approved, they are presented to the Curriculum and Instruction committee for approval or recommendations. Once the Curriculum and Instruction committee approves the changes, the changes are sent to ICCB as required and then submitted for the college catalog.</p>
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	<ul style="list-style-type: none"> • No need for action at this time. However, we would like to see more advertising for our programs. • Due to administrative turnover, there is a need to gather information and meet more frequently with the nursing advisory board. An attempt was made in March of 2020, however due to the COVID-19 pandemic the meeting was cancelled.
Indicator 2: Cost Effectiveness	Response
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: <ul style="list-style-type: none"> • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)? 	<ul style="list-style-type: none"> • SCC’s revenue base comes from three primary sources: local property tax, state funding, and tuition and fees. • The practical nursing program in 2016 made up 2.23% of the institutional budget, 2017 it made up 2.78% of the instructional budget, 2018 was 2.47%; and 2019 was 1.96%. • In 2019 the cost for a practical nursing student was 7172.00 with the cost for surg-tech program per student was 8313.00.

<p>2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.</p>	<ul style="list-style-type: none"> • There currently no grant funding for this program.
<p>2.3 What are ways that the college will be increasing the cost-effectiveness of this program?</p>	<ul style="list-style-type: none"> • A request has been placed to change our assessment program to one that is more cost effective and a wider range of resources. • Changes in uniforms and lab bags to decrease costs. • Books have been bundled to decrease cost to students.
<p>2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?</p>	<ul style="list-style-type: none"> • The total cost for students for the PN program, including tuition, books, instructional fees, uniforms, drug screens, background checks, licensure fees in the 2019-2020 academic years were \$8594.00 • WIOA (Workplace Innovation Opportunity Act) provides students with money tuition, fees, uniforms, books, and mileage reimbursement. • Pell Grants assist in providing equipment and resources for student learning.
<p>2.5 Did the review of program cost result in any actions or modifications? Please explain.</p>	<ul style="list-style-type: none"> • No action or modification was made as a result of the program review.
<p>Indicator 3: Quality</p>	<p>Response</p>
<p>3.1 What are the program's strengths?</p>	<ul style="list-style-type: none"> • NCLEX pass rates range remain at 98-100% • Practical nurse faculty are all masters prepared • Practical nurse full-time and part-time faculty are consistent with little faculty turnover. • All full-time faculty teach clinical as well as, theory providing a strong and current academic foundation.
<p>3.2 What are the identified or potential weaknesses of the program?</p>	<ul style="list-style-type: none"> • Over the past five years, the program retention rate has averaged 58%. • Many students lack preparation for the rigor of the nursing program.
<p>3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?</p>	<ul style="list-style-type: none"> • The practical nursing program is delivered through the traditional, face-to-face format.

<p>3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB¹? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.</p>	<ul style="list-style-type: none"> The program is approved by the ICCB, but the official certification of the Program of Study for Perkins V has not yet been completed. Completion of this is planned for the near future.
<p>3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.</p>	<ul style="list-style-type: none"> Students may begin with as a certified nursing assistant, then proceed with the practical nurse program, and may move forward into the ADN program. Some students choose to further their education to a Bachelor's of Science in Nursing and even graduate studies with each step leading higher skill levels, higher salary, and increased demand in society.
<p>3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p>	<ul style="list-style-type: none"> Recent purchase of a high-simulation manikin that gives birth. SCC nursing faculty are still in the process of learning the functions and incorporating this significant piece of equipment into their lesson plans. SCC nursing faculty value the clinical experiences of the student and therefore, the program requires more clinical experience for practical nursing students.
<p>3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p>	<p>There are not dual credit opportunities with the practical nursing program at this time; however, CNA is offered as dual credit in the high schools.</p>
<p>3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>Clinical experiences in a variety of settings. Students are provided a realistic picture of their future work experience, environments, and patient encounters.</p>

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

<p>3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).</p>	<p>SCC practical program is currently has candidacy status in the process of becoming Accreditation Commission for Education in Nursing (ACEN) accredited.</p>
<p>3.10 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>At completion of the program, students are prepared to take and pass an examination for state licensure for practical nursing.</p>
<p>3.11 Is this an apprenticeship program? If so, please elaborate.</p>	<p>This is not an apprenticeship program.</p>
<p>3.12 If applicable, please list the licensure examination pass rate.</p>	<p>Students completing the SCC practical nursing will pass the NCLEX-PN on the first attempt. 2015 – 38/38 (100%) 2016 – 20/20 (100%) 2017 – 21/22 (95%) 2018 – 34/34 (100%) 2019 – 39/39 (100%)</p>
<p>3.13 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>Cooperative agreements are sought prior to clinical assignments at all agencies for clinical rotations. Articulation agreements include:</p> <ul style="list-style-type: none"> • Southern Illinois University – Edwardsville • Southeast Missouri State University • Murray State University
<p>3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?</p>	<ul style="list-style-type: none"> • There have been no new partnerships formed since the last review, although the college hopes to with the establishment of a CNA Advisory Committee.
<p>3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?</p>	<ul style="list-style-type: none"> • All nursing faculty have attended the ACEN workshop in preparation for accreditation. • Faculty are required to achieve CEUs for ongoing licensure and certifications. • Professional development is provided by the college at least twice per year. • Online CEUs are offered through NurseTim. This service is paid for by the college for all nursing faculty.

<p>3.16 What is the status of the current technology and equipment used for this program?</p>	<p>The program has access to a high simulation manikin and several low-simulation manikins. Nursing faculty and students currently has access to an electronic health record program to be used in the classroom, lab, and clinical setting. Assessment Technology Institute is used by faculty and students for ongoing assessment of student progress toward course and program learning objectives.</p>
<p>3.17 What assessment methods are used to ensure student success?</p>	<p>Student theory performance is assessed with course examinations, course assignments, and proctored ATI assessments. Student clinical performance is assessed via direct observation, writing simulations, simulation laboratories, self-evaluation, and written assignments. We use several of these assessment methods to participate in the college-wide CQI to measure student learning outcomes. The college-wide data is submitted to the Assessment Committee.</p>
<p>3.18 How are these results shared with others at the institution for continuous improvement?</p>	<p>The results for college-wide CQI are presented annually to faculty and administration on Assessment Day.</p>
<p>3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?</p>	<p>The practical nurse curriculum was revised to begin in the summer semester to decrease the stress on students due the rigor of the program. This change allowed students to be better prepared for clinical rotations by requiring students to complete fundamentals and procedures prior to beginning clinical courses in the fall semester.</p>
<p>3.20 How satisfied are students with their preparation for employment?</p>	<p>Due to turnover in the college's Director of Institutional Research, Effectiveness, and Planning position and the director position in the nursing department, the data is not available. Furthermore, the graduation surveys for the college are attached to the graduation applications. Nursing students are not yet qualified to secure employment within as graduate or licensed nurses at the time the graduation data is collected.</p>
<p>3.21 How is student satisfaction information collected?</p>	<p>The college requests that students complete course evaluations at the end of each course. These evaluations are then shared with course faculty.</p>
<p>3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)</p>	<p>In the past there was an advisory board who met annually for input into the curriculum, satisfaction, and collaboration. However, due to administrative turnover, the advisory board has not met in several years. An attempt was made in March of 2020 to reconvene the advisory board and a meeting was scheduled. However due to the COVID-19 pandemic the meeting was cancelled.</p>

<p>3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?</p>	<p>The need to reconvene with annual advisory board meetings has been identified and faculty plan to schedule a meeting with the advisory board members on campus or via Zoom in the near future.</p>
<p>3.24 How satisfied are employers in the preparation of the program's graduates?</p>	<p>Due to turnover in the college's Director of Institutional Research, Effectiveness, and Planning position and the director position in the nursing department, the data is not available.</p>
<p>3.25 How is employer satisfaction information collected?</p>	<p>Per conversation with the college's current Director of Institutional Research, Effectiveness, and Planning, in the past the Career Services Department was responsible for collecting this type information.</p>
<p>3.26 Did the review of program quality result in any actions or modifications? Please explain.</p>	<p>Review of the program has assisted the nursing faculty to identify the gaps in data collection. A plan for addressing these gaps will be included in the upcoming nursing department meetings</p>
<p><i>LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.</i></p>	
<p>Student retention continues to be a challenge in the nursing programs. It is identified that there is a delicate balance in retaining all student who are admitted to the program, and students successfully completing the program along with passing state licensure exam. The recent turnover in college administration and the director of nursing as well as, changes in the computer software for data collection and analysis has resulted in gaps in the assessment data. The nursing department plans to work closely with the current Institutional Research Effectiveness and Planning Director to coordinate and implement a plan for collecting data that is relevant and useful for the nursing programs' assessment process.</p>	

Performance and Equity

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

CTE Program	Practical Nursing Program				
CIP Code	513901				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	61	56	53	67	50
Number of Completers	36	26	27	35	39
Other (Please identify)					
How does the data support the program goals? Elaborate.	This program has experienced a 100% state licensure pass rate for 11 of the last 15 years.				
What disaggregated data was reviewed?	Retention rates, completion rates, NCLEX pass rates				
Were there gaps in the data? Please explain.	There are gaps in graduate, employer, and alumni surveys for the purposes of assessing the needs and satisfaction of the practical nursing program.				
What is the college doing to overcome any identifiable gaps?	The nursing department has identified the gaps and while seeking accreditation of the program are trying to address these gaps to improve the success of the program and attain accreditation.				
Are the students served in this program representative of the total student population? Please explain.	Faculty believe the students are a good representation of the student population. We have students from various socioeconomic, racial, and cultural backgrounds.				
Are the students served in this program representative of the district population? Please explain.	Yes, the majority of students in the nursing programs reside in-district. As previously stated, they have a varied socioeconomic, racial, and cultural backgrounds.				
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)				

<p>Summary Rationale Please provide a brief rationale for the chosen action.</p>	<ul style="list-style-type: none"> • Nursing faculty continue to review curriculum to meet the requirements for accreditation, improve student retention, and student success.
<p>Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<ul style="list-style-type: none"> • In Spring 2020, course objectives were revised. • Clinical evaluation tools are being revised to better objectively assess student learning and performance. • The nursing department will work closely with the Director of Institutional Research, Effectiveness, and Planning to develop, implement for data collection and analyze data so to identify needs and changes within the program. A timeline will be established for analyzing and closing the loops on identified needs and changes. • Clinical evaluation tool revisions will be completed and implemented by Summer 2021. • Surveys will be developed and implemented by Spring 2021.
<p>Resources Needed</p>	<p>Assistance in gathering, consolidating, and analyzing data.</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>Director of Nursing, nursing faculty, and staff</p>

Academic Disciplines	
College Name:	Shawnee Community College
Academic Years Reviewed:	FY15-FY19
Discipline Area:	Humanities and Fine Arts
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?	The goal is to provide students a foundation in liberal arts education to prepare them for a bachelor's degree program at a four-year college or university.
To what extent are these objectives being achieved?	The success rates of students taking these courses is high.
How does this discipline contribute to other fields and the mission of the college?	The current course offerings serve as options to meet the Humanities and Fine Arts requirements for the AA and AS degrees, as well as for the General Education Core Certificate offered by Shawnee Community College.
Prior Review Update Describe any quality improvements or modifications made since the last review period.	Beginning in the fall of 2018 the Humanities and Social Sciences division of Shawnee Community College added African American Literature to the class schedule.
Indicator 1: Need	Response
1.1 What mechanisms are in place to determine needs/changes for AA, AS, AFA, and AES academic programs? How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	<p>The discipline assesses student learning at the course level regularly through the use of Weave. Weave is a cloud-based assessment program.</p> <p>Any program needs or changes are presented by faculty at division meetings. New course and/or course change documents are prepared by faculty and submitted to the Curriculum and Instruction committee. Faculty present their proposals at C&I meetings and answer any questions from the committee. Upon approval the C&I committee chair forwards the course information to the appropriate department.</p>

1.2 How will students be informed or recruited for this discipline?	Students are recruited through SCC community events, newspaper and print materials, radio and TV ads, and the Shawnee Experience recruitment day.
1.3 What, if any, new Academic Transfer degrees/major options have been added/deleted to the college's offerings during the last review period? What determined this action?	As new courses are added, SCC articulates those courses with regional colleges and universities to ensure transferability. In November 2017, SCC entered a MOA with Missouri Baptist University to offer World Literature (LIT 218) to students interested in transferring to MoBap to meet one of the university's fine arts requirements.
1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?	Approximately fifteen different courses are offered annually. ART 114; HIS 108; LIT 210/211/ 212; MUS 115/130; PHI 215/218 show the highest enrollment.
Indicator 2: Cost Effectiveness	Response
2.1 What are the costs associated with this discipline? (How does the operational cost of this discipline compare to that of other baccalaureate/transfer disciplines and all programs offered by the college overall? What are the primary costs associated with this discipline? How many full- and part-time faculty are maintained for this discipline?)	Costs associated with the program consist of instructor's salaries. There are three full-time tenured English/Literature faculty, one full-time tenured History faculty, and one full-time tenured Music instructor. Art and Philosophy courses are taught by adjunct instructors. English and Music courses are taught by adjunct faculty, as well.
2.2 What steps can be taken to offer curricula more cost-effectively?	Instructors in this discipline often teach overload. Offering the courses in a more cost effective way is not feasible.
2.3 Is there a need for additional resources?	Presently Art and Philosophy courses are taught by adjunct instructors. Pursuing a full-time instructor for one or both of these programs would be beneficial in insuring consistent and stable instruction as well as increasing enrollment.
Indicator 3: Quality	Response
3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible-scheduling, accelerated, team teaching, etc.)?	Humanities and fine arts courses are taught face-to-face, online, via interactive video, synchronously, asynchronously, and in 16, 14, and 8-week formats.

<p>3.2 If the college delivers a course in more than one method, does the college compare success rates of each delivery method? If so, how?</p>	<p>The college uses course completion data to compare success rates of students taking courses taught by alternate delivery modes.</p>
<p>3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?</p>	<p>Tenured faculty are assessed by the Division Chair every three years. Non-tenured faculty are assessed yearly.</p>
<p>3.4 What professional development is offered for full- and/or part-time faculty in this discipline?</p>	<p>Full-time and part-time faculty are encouraged to take part in professional development opportunities offered through the college which include topics such as instructional technology use in the classroom, online pedagogy, and student engagement.</p> <p>Faculty are also encouraged to attend trade conferences.</p>
<p>3.5 How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period?</p>	<p>No faculty members have served on an IAI panel over the last review period.</p>
<p>3.6 How does the discipline identify and support “at-risk” students?</p>	<p>At-risk students are identified by faculty. Faculty submit referrals using the college’s Retention Alert service which is monitored by advisors.</p> <p>Additionally, tutors are provided to students through the Student Success Center. Both professional tutors and peer tutors are available, as well as individual and group tutoring services.</p> <p>The Student Success Center also offers online tutoring services.</p>
<p>3.7 To what extent is the discipline integrated with other instructional programs and services?</p>	<p>The Humanities and Fine Arts program is an integral part of the AA and AS degrees, as well as the General Education Core Certificate.</p>
<p>3.8 What does the discipline or department review when developing or modifying curriculum?</p>	<p>Needs of existing and new programs within the college.</p>
<p>3.9 When a course has low retention and/or success rates, what is the process to address these issues?</p>	<p>Faculty consistently review retention and success rates and adjust their curriculum to address these issues. These adjustments include revising assignments, making referrals to tutoring, and library resource sessions for students.</p>

3.10 How does the college determine student success in this discipline?	When a large majority of students enrolled obtain a C or higher in the courses.
3.11 Did the review of quality result in any actions or modifications? Please explain.	No
List any barriers encountered while implementing the discipline.	
No barriers to implementing this discipline.	

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	SEE ATTACHMENTS				
Course Title					
Course Description					
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled					
Credit Hours Produced					
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students					
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.					
What disaggregated data was reviewed?					

<p>Were there identifiable gaps in the data? Please explain.</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>	
<p>Rationale Provide a brief summary of the review findings and a rationale for any future modifications.</p>	
<p>Resources Needed</p>	
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	

Performance and Equity

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

Academic Discipline Area	Humanities and Fine Arts				
Course Title	ART 114 Art Appreciation				
Course Description	This is an introductory course in art appreciation. Students will learn about the elements and principles of design, art criticism, art history, aesthetics, media, and contemporary issues in art.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	73	82	117	59	58
Credit Hours Produced	219	246	345	135	120
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	78	74	89	69	59
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI F2900	IAI F2900	IAI F2900	IAI F2900	IAI F2900
How does the data support the course goals? Elaborate.	For the most part, this course has produced a healthy number of credit hours for the college and good success rate in years 1, 2, and 3, but drops off a bit with years 4 and 5. This could directly correlate to the departure of the full-time art teacher and the college's decision to replace that position with adjuncts.				
What disaggregated data was reviewed?	None				
Were there identifiable gaps in the data? Please explain.	The success rates in years 4 and 5.				

Academic Course Review Results

<p>Intended Action Steps</p> <p>Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p>	<p>To determine why the success rate dropped in years 4 and 5.</p>
<p>Rationale</p> <p>Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>None</p>
<p>Resources Needed</p>	<p>N/A</p>
<p>Responsibility</p> <p>Who is responsible for completing or implementing the modifications?</p>	<p>Division Chair and lead faculty assigned to teach this discipline.</p>

Performance and Equity

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

Academic Discipline Area	Humanities and Fine Arts				
Course Title	HIS 108 Twentieth Century American History				
Course Description	This is a college level introduction to Modern America. Students will explore America's rise to superpower status, its struggles with economic crisis, war and social conflict. While developing a better understanding of Modern America, students will also expand their abilities to think critically while studying social science curriculums. Twentieth Century American History will expand students' horizons or serve as an excellent basis for further study in the social sciences.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	88	46	71	25	36
Credit Hours Produced	264	138	213	66	72
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	89%	78%	85%	76%	56%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI H2905	IAI H2905	IAI H2905	IAI H2905	IAI H2905
How does the data support the course goals? Elaborate.	For the first three years, this course generated credit hours for the college but in years 4 and 5, has significantly dropped.				
What disaggregated data was reviewed?	None				

Were there identifiable gaps in the data? Please explain.	The number of credit hours generated in years 4 and 5.
Academic Course Review Results	
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	To determine why the credit hour production dropped significantly in years 4 and 5.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	None
Resources Needed	N/A
Responsibility Who is responsible for completing or implementing the modifications?	Division Chair and full time faculty member in History.

Performance and Equity

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

Academic Discipline Area	Humanities and Fine Arts				
Course Title	LIT 210 Introduction to Literature				
Course Description	This is a survey course that introduces the student to a wide scope of literary diversity. This course is designed to acquaint the student with a mixture of traditional and contemporary works in fiction, poetry, and drama, providing a web of textual connections between the old and the new. Emphasis will be placed on interpreting these connections through focused reading, collaborative discussion, and critical writing.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	66	85	67	26	25
Credit Hours Produced	198	255	201	72	69
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	55%	79%	60%	22%	22%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI H3900	IAI H3900	IAI H3900	IAI H3900	IAI H3900
How does the data support the course goals? Elaborate.	The success rate was decent in years two and three, but has fallen significantly in years four and five. Additionally, the number of credit hours has dropped significantly.				
What disaggregated data was reviewed?	None				
Were there identifiable gaps in the data? Please explain.	The success rates in years four and five.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	To determine why the success rates and credit hours dropped significantly in years four and five.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	None
Resources Needed	N/A
Responsibility Who is responsible for completing or implementing the modifications?	Division Chair and full time Literature instructors.

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Humanities and Fine Arts				
Course Title	LIT 211 Introduction to Poetry				
Course Description	In this course, poetic forms, themes and styles are studied to enhance the student's understanding and appreciation of poetry.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	44	38	21	13	15
Credit Hours Produced	132	114	63	30	39
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	68%	87%	76%	69%	73%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI H3903	IAI H3903	IAI H3903	IAI H3903	IAI H3903
How does the data support the course goals? Elaborate.	This course has a high success rate.				
What disaggregated data was reviewed?	None				
Were there identifiable gaps in the data? Please explain.	There was a drop in credit hours in after year two that continues.				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this	To determine why this course is not generating credit hours for the college.				

review with a timeline and/or anticipated dates.	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	None
Resources Needed	N/A
Responsibility Who is responsible for completing or implementing the modifications?	Division Chair and full time Literature faculty.

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Humanities and Fine Arts				
Course Title	MUS 115 Music Appreciation				
Course Description	This course is designed to assist the student in becoming a more sensitive listener. Aural perception of musical sound events, relationships, and structures are emphasized.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	139	132	116	60	64
Credit Hours Produced	414	396	348	159	177
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	88%	80%	91%	83%	83%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI F1900	IAI F1900	IAI F1900	IAI F1900	IAI F1900
How does the data support the course goals? Elaborate.	High success rate and good credit hour generation. Years four and five show a decline in credit hours, but that mirrors a decline in enrollment at the institution.				
What disaggregated data was reviewed?	None				
Were there identifiable gaps in the data? Please explain.	None				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the	None				

future based on this review with a timeline and/or anticipated dates.	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	None
Resources Needed	N/A
Responsibility Who is responsible for completing or implementing the modifications?	N/A

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Humanities and Fine Arts				
Course Title	MUS 130 Introduction to American Music				
Course Description	This course is a survey of the musical forms and styles in the United States from the music of the early colonists to the popular music of today. Musical forms and styles are considered in their cultural context.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	128	119	114	44	100
Credit Hours Produced	384	357	342	123	249
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	83%	81%	85%	91%	73%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI F1904	IAI F1904	IAI F1904	IAI F1904	IAI F1904
How does the data support the course goals? Elaborate.	High success rate and good credit hour generation. Years four and five show a decline in credit hours, but that mirrors a decline in enrollment at the institution.				
What disaggregated data was reviewed?	None				
Were there identifiable gaps in the data? Please explain.	None				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the	None				

future based on this review with a timeline and/or anticipated dates.	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	None
Resources Needed	N/A
Responsibility Who is responsible for completing or implementing the modifications?	N/A

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Humanities and Fine Arts				
Course Title	PHI 215 Introduction to Philosophy				
Course Description	This course is a study of patterns of philosophic thought, and discussion of persistent problems of philosophy illustrated in the writings of major thinkers from Greece through the 20th Century.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	62	72	52	27	8
Credit Hours Produced	186	216	156	78	18
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	82%	72%	77%	89%	75%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI H4900	IAI H4900	IAI H4900	IAI H4900	IAI H4900
How does the data support the course goals? Elaborate.	High success rate and good credit hour generation. Years four and five show a decline in credit hours, but that mirrors a decline in enrollment at the institution.				
What disaggregated data was reviewed?	None				
Were there identifiable gaps in the data? Please explain.	Credit hour generation in years four and five.				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the	Examine why credit hours dropped significantly in year five.				

<p>future based on this review with a timeline and/or anticipated dates.</p>	
<p>Rationale Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>None</p>
<p>Resources Needed</p>	<p>N/A</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>Division Chair and lead faculty in Philosophy.</p>

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Humanities and Fine Arts				
Course Title	PHI 218 Introduction to Ethics and Values				
Course Description	This course is an introduction to representative ethic systems, approaches to problems of values and conduct. A study of the principal ethical theories and concepts of human conduct and character as well as critical evaluation of these theories and concepts as they apply to particular moral problems and decisions.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	140	58	90	26	47
Credit Hours Produced	420	174	270	63	114
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	91%	78%	82%	77%	66%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI H4906	IAI H4906	IAI H4906	IAI H4906	IAI H4906
How does the data support the course goals? Elaborate.	High success rate and good credit hour generation. Years four and five show a decline in credit hours, but that mirrors a decline in enrollment at the institution.				
What disaggregated data was reviewed?	None				
Were there identifiable gaps in the data? Please explain.	Credit hour generation in year four.				
Academic Course Review Results					

<p>Intended Action Steps</p> <p>Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p>	<p>Examine why credit hours dropped significantly in year four.</p>
<p>Rationale</p> <p>Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>None</p>
<p>Resources Needed</p>	<p>N/A</p>
<p>Responsibility</p> <p>Who is responsible for completing or implementing the modifications?</p>	<p>Division Chair and lead faculty in Philosophy.</p>

Adult Education and English as A Second Language	
College Name:	Shawnee Community College
Academic Years Reviewed:	FY15-FY19
Review Summary	
<p>Program Objectives What are the objectives or goals of the program? Please also identify goals that may vary for bridge or integrated education and training (IET) programs?</p>	<p>The goal of the program is to provide adults with the basic skills they need to become productive workers, family members, and citizens. This includes attainment of higher educational functioning levels, achievement of High School Equivalency, and in the case of Bridge or IET programs, attainment of an industry recognized credential.</p>
<p>To what extent are these objectives or goals being achieved?</p>	<p>The program has been among the top performing programs in meeting State/Federal Targets for many years.</p>
<p>How does this program contribute to other fields and the mission of the college?</p>	<p>This program allows students to become eligible to enroll in college programs. Completion of Adult Education programming provides students with a solid foundation of basic skills and career exploration that puts them in position to be successful in their college degree and certificate programs.</p>
<p>How is the college working to help students transition into postsecondary education?</p>	<p>Program staff, along with college staff, meet with students to assist with financial aid, advisement, and placement testing in preparation for their transition. Staff are also available for assistance prior to their transition and afterward. Students often continue to have a relationship with program staff during their entire college career and afterward.</p>

<p>Prior Review Update Describe any quality improvements or modifications made since the last review period.</p>	<p>Since the last review period, the program has made a commitment to professional development, with all instructors becoming Standards Proficient as soon as they are eligible. The program also has both a Language Arts Specialist and a Special Learning Needs Specialist. The program regularly reviews materials for alignment to state standards, and to ensure rigor of coursework. The program has also implemented the use of distance learning even before the current year to make programming accessible to working students or students with other barriers. This year the program participated in the Illinois Digital Learning Lab to become more adept at reaching students through distance learning.</p>
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<p align="center">Review Analysis</p> <p>Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. Review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	
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Indicator 1: Need	Response
<p>1.1 How does the college determine need for Adult Education services and programming?</p>	<p>Data indicates that nearly 20% of the Adult population in the Shawnee Community College district have less than a high school education. The program works with community partners to determine where services are most needed and makes every effort to meet the need in each of our communities.</p>
<p>1.2 Detail how the offerings are sufficient and aligned to meet the needs of students and supportive academic programs.</p>	<p>The program uses curriculum aligned to the ABE/ASE Standards to ensure that academic needs are met, integrates career exploration into all courses, and includes digital literacy in all class offerings. Program staff provide individualized orientation to all students for the purpose of assisting students with overcoming barriers.</p>
<p>1.3 How will students be informed or recruited for this program?</p>	<p>The program uses a variety of means for reaching students. An extensive list of community partners provide referrals and information to their clients and customers. The program makes use of the college's Public Relations Office for recruitment.</p>

<p>1.4 Please detail past enrollment trends and anticipated enrollment numbers for the next 5 years, if applicable.</p>	<p>As enrollment has declined throughout the state, the program has seen some decline. The program has increased the intensity of programming and has seen completions rise as a result. The use of distance learning and other remote options should help bring enrollment numbers back up.</p>
<p>Indicator 2: Cost Effectiveness</p>	<p>Response</p>
<p>2.1 What are the costs associated with this program?</p>	<p>The program has approximately a \$150,000 institution budget, down sharply from 10 years ago. Grant funds, however, are at an all-time high. The program will receive a total of \$256,765 for FY20. The only costs are for the Program Administrator, all other costs are for direct instruction.</p>
<p>2.2 How is the college paying for this program and its costs (e.g. grants, etc.)? If applicable, how is the college supporting the training portion of an IET for adult education students?</p>	<p>The program receives State Basic, State Performance, and Federal Basic funds as an Adult Education and Literacy Grantee. Some classes are funded by the Institution and the college receives credit hour reimbursement. The program has yet to fully develop IET, but hopes that the institution will support it with tuition waivers for eligible students. Aside from the Program Administrator, all other staff are paid for out of grant funds.</p>
<p>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.</p>	<p>The program costs or at least a greater portion of them could be shifted to the Institution, in the event that the grant eliminated.</p>
<p>2.4 Based upon this review, what steps are being taken to offer curricula more cost-effectively?</p>	<p>There are very minimal costs to program delivery. Instructional costs are for part-time instructors, every effort is made to save costs on materials such as consumables. Texts are used and re-used by participants. Online programming is supported by ICCB, so those costs for some programs are zero, while others are reasonable.</p>
<p>2.5 Are there needs for additional resources? If so, what are they?</p>	<p>We have no immediate need for additional resources. The program has been able to operate on its current allocations.</p>

Indicator 3: Quality	Response
3.1 What are the program's strengths?	The program's strengths are in its performance. The program has been among the top 10% of programs in the state for the years being reviewed. The small size of the program allows for intensive services and guidance that extends beyond participation into the students' college career.
3.2 What are the identified or potential weaknesses of the program?	The program's small size, though allowing for a close case management approach to student service, also means that it is often a struggle to keep enrollment up.
3.3 How is the college ensuring that the adult education program is using the state required Illinois Content Standards in the delivery of instruction?	The Program Administrator monitors and approves the use of all materials, lesson plans, and curriculum. Only curriculum aligned with the ABE/ASE Content Standards are utilized and all instructors participate in Standards Proficient Training. Classroom observations take place regularly to ensure that these Standards are implemented in the classroom.
3.4 How does this program fit within the definition of a career pathway program ? Please describe each applicable career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements.	This program is the first step on any career pathway program for students who enter without a high school credential. The contextualized basic skills instruction, career exploration, advisement, and transition support prepare students to be successful in any number of postsecondary options-certificate programs, degree programs, industry-recognized training, and apprenticeships. The Program Administrator serves as the Adult Education representative to the Local WIB Board, serves on the Business Services Team, and participates on the Local and Regional Planning Teams. This allows the program access to extensive data and partnership with business and industry to inform instruction and better serve students and employers.

<p>3.5 Are there any alternative delivery methods of this program? (online, flexible-scheduling, team-teaching, accelerated, etc.)?</p>	<p>Adult Education offers very flexible options. We have face-to-face options in several communities each semester, both day and evening classes, as well as online options. Students may enroll in both face-to-face, along with an online options to accelerate their program.</p>
<p>3.6 What innovation has been implemented or brought to this program?</p>	<p>Comprehensive orientation, that includes personal interviews with each student, to best determine their plan for success, along with intensive guidance and social work services for support have been key to student success.</p>
<p>3.7 To what extent is the program integrated with other instructional programs and services?</p>	<p>The program operates within the larger college community seamlessly. There are close relationships with the Perkins/CTE program on campus, along with established partnerships with local WIOA service providers, and a multitude of social service and educational entities in the community.</p>
<p>3.8 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?</p>	<p>Partnerships are an essential part of the program's success. Program staff piloted new TABE training when TABE 11/12 replaced TABE 9/10 as the federally approved assessment. The program has participated in the Illinois Digital Learning Lab to promote the use of technology in programming. Testing Center staff regularly participate in training offered through Adult Ed. Local high schools rely heavily on the program to address the needs of students who have dropped out of high school. They make referrals throughout the program year.</p>

<p>3.9 What professional development or training is offered to instructors and/or staff to ensure quality programming (including ICCB-sponsored activities)?</p>	<p>The program devotes a significant portion of its budget to the improvement of instructional services. Staff regularly exceed the minimum requirements for Professional Development. Program staff participate in local, regional, state, and national training on relevant topics to improve instruction. All instructors become Standards Proficient, are encouraged to become content Specialists, and participate in a wide array of offerings by the Adult Education Professional Development Network, IACEA, COABE, and other providers. Not only do instructors participate, they often present at local, regional, state, or national conferences.</p>
<p>3.10 Please provide an analysis of retention and/or completion or performance goal achievement, for the program.</p>	<p>The program has had one of the highest level completion rates in the state for the years of this review.</p>
<p>3.11 Are students completing the program and advancing to further postsecondary education? Please explain.</p>	<p>Many students enroll in postsecondary immediately following program completion. Some enter into the workforce directly, or enlist for military service.</p>
<p>3.12 Provide the college's goals and action steps to advance postsecondary education attainment for adult education students over the next 5 years (e.g. Integrated Education and Training (IET), Bridge, technology skills, Workforce Preparation Skills, College and Career Readiness activities, etc).</p>	<p>The program is in the development stage of an IET. The program currently offers Bridge Programming in Healthcare, IT, and Hospitality & Tourism. The program will continue to develop its distance learning options. As a result of participation on the Local WIOA Business Services team, the program seeks to continually stay abreast of the latest Workforce Preparation Skills sought after by employers and integrates College Readiness Skills into all courses, including technology skills, such as Google Applied Digital Skills.</p>
<p>3.13 How is the college meeting established performance measures (NRS Guidelines)?</p>	<p>The college has been among the top 10% of programs in meeting or exceeding NRS targets each of the past several years.</p>
<p>List any barriers encountered while implementing the program.</p>	

The rural nature of the district, high poverty, lack of widespread access to the internet, the lack of a quality public transportation system, and lack of quality childcare options are all barriers to implementation.

Review Results	
<p>Rationale Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>The review finds that the program is successful, but can always seek new ways to improve enrollment and performance. These efforts will continue as the program seeks to continually improve.</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>The program will complete development of an approved IET program during fiscal year 2021, assuming that program staff is allowed to return to campus, rather than continuing remote work.</p>
<p>Resources Needed</p>	<p>The resources needed will come in the form of support for the IET in the form of tuition waivers for participants to complete their HSE while concurrently enrolled in a CTE program. In addition, the program will require the cooperation of CTE administration and staff to implement the team-teaching model required for IET.</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>Program staff, along with college administration and faculty will be responsible for the completed development and implementation of IET.</p>

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.

College Name:	Shawnee Community College
Academic Years Reviewed:	FY15-FY19
Review Area:	Admission, Advisement and Recruitment Department
<p>Program Summary Please provide a brief overview of the program or service being evaluated.</p>	<p>The Department provides quality advisement and degree completion assistance to students. The Recruitment staff connects prospective students with potential programs/degrees.</p>
<p>Prior Review Update Describe any improvements or modifications made since the last review.</p>	<ul style="list-style-type: none"> • SCC has ensured each student is assigned a dedicated advisor. • SCC Advisors have learned and educated students on a new portal (Colleague). • SCC Advisors help transfer students select areas of concentration to limit time to graduation. • Articulation agreements are now housed on the college's website for student access. • SCC Advisors also help students navigate Moodle; the college's online learning platform. • SCC Advising Staff participate in college-wide recruitment days, such as Shawnee Experience and CTE Day. • SCC Advisors have worked to ensure program information reaches perspective students. The Advising Staff makes calls, sends hand-written postcards, and emails students about registration.
<p>What are the program/service strengths?</p>	<ul style="list-style-type: none"> • Department staff commitment to student success. • Having assigned advisors to develop and maintain relationships to keep students on track with their degree plans. • Implementation of an early alert system that partners advisors and faculty.

<p>Based on the review, what are the identified challenges of the program or service?</p>	<ul style="list-style-type: none"> • Leadership in the Student Services Division has turned over twice in this review period. We now have an Interim VP of Student Success in place, but still need to fill the Dean of Student Success position. • Competition from area institutions.
<p>Intended Action Steps Please identify strategies or actions steps based on the challenges listed.</p>	<ul style="list-style-type: none"> • Re-establish recruitment relationships with area high schools. • Focus our recruitment efforts to targeted populations • Host high school counselor meetings to share program updates • Recruit students from Adult Education classes • Advisors need to stay abreast of local job needs and build degree plans so students can become employed or advance in the job they are currently in.

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.

College Name:	Shawnee Community College
Academic Years Reviewed:	FY15-FY19
Review Area:	Accessibility and Resource Services
<p>Program Summary Please provide a brief overview of the program or service being evaluated.</p>	<p>The Accessibility and Resource Services provides accommodations for students who attend Shawnee Community College and have a documented disability. Definitions and guidelines from the Americans with Disabilities Act (ADA) are used to determine disability and appropriateness of accommodations. Student accommodations are based on specific needs and may include, but are not limited to: providing note-takers, test-taking accommodations such as extended-timed tests, readers, alternate test sites and requesting accessible seating or parking. The Accessibility and Resource Office also work directly with faculty to arrange and support accommodations for students on a case by case basis. Staff are committed to student success and are proactive when working with students with disabilities.</p> <p>The accommodation request process is easy for students to initiate. Students self-identify and request a meeting with the Accessibility and Resource Services Office to arrange accommodations for which they may qualify. A new student meeting is scheduled, documentation completed, and an accommodation plan approved. Documentation is provided to each student so they can communicate information pertaining to their accommodation(s) to their instructors. The Accessibility and Resource Office also communicates accommodations needs to faculty as well. On-going support and an individualized approach provide students with the needed resources which contribute to making their educational experience at Shawnee Community College successful. Student note-takers are employed, trained, and monitored by the college's Student Success Center. Adaptive technology is loaned to students through the Accessibility and Resource Services Office.</p>

<p>Prior Review Update Describe any improvements or modifications made since the last review.</p>	<p>Outreach to students is now provided through the college's New Student Orientation and class presentations by the Accessibility Resource Office. The office makes it a high priority to maintain strong relationships with the local high schools in the district. The Accessibility and Resource Service's website is comprehensive and outlines services offered and the process for applying for accommodations. The testing center has silencing headphones for students to utilize for test taking. Note takers are now paid \$50 at the end of a semester.</p>
<p>What are the program/service strengths?</p>	<p>The Accessibility and Resources Services Office provides quality services to the students of Shawnee College. Due to the addition of presentations at both New Student Orientation and classrooms, students are more likely to be aware of the services provided by the college. Due to the strong relationship with the area high schools, incoming freshman have already had the opportunity to meet staff from the office. This gives the students a familiar face to recognize as they begin the process of applying for services.</p> <p>The staff meets with each student individually, providing a personalized staff-student experience. Building a strong positive relationship provides the foundation for continued support and assistance throughout the semester as needed.</p> <p>As the college began to see an increase in the number of students with mental health issues, an online mental health screening tool was implemented. Mental health has a direct impact on a student's ability to be successful in their college experience. This online tool is totally anonymous and is linked to the college's community resource page as well as the college's counseling page. The college maintains MOA's with the district's mental health providers.</p>

<p>Based on the review, what are the identified challenges of the program or service?</p>	<p>The challenges for Accessibility and Resource Services Office are related to lack of state of the art equipment and supportive devices that would allow the college to further improve accommodations for our accessibility population. Perkins funding will be used to purchase adaptive equipment and supportive devices.</p>

<p>Intended Action Steps Please identify strategies or actions steps based on the challenges listed.</p>	<p>The Accessibility and Resources Office will pursue possible financial resources, including Perkins, to secure state of the art equipment and supportive devices in order to elevate the accommodations available for students.</p> <p>The Accessibility and Resource Office will partner with the Campus Safety Committee to complete a comprehensive review of the physical environment, making sure that all our classrooms and labs have designated, permanent seating for wheelchair access.</p>
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College Name:	Shawnee Community College
Academic Years Reviewed:	FY15-FY19
Review Area:	Library
<p>Program Summary Please provide a brief overview of the program or service being evaluated.</p>	<p>The library is part of the Learning Resource Center (LRC) which also includes the distance learning (ITV) and audiovisual services and the Teaching and Learning Center (TLC). The LRC provides materials and equipment as well as instruction and technical assistance to support the learning needs of students, staff, faculty and general community of the SCC district.</p> <p>Library staff include one degreed librarian (MLIS) and a part-time library assistant. Generally, one to two student workers through Financial Aid (15 hours total per week) and an evening clerk (eight hours per week) also assist. Library staff offer research assistance (in person, through presentations in classrooms, and via email and telephone). The library is part of the Illinois Heartland Library System, and participates in a strong interlibrary loan service. Students and community users can check out materials from a collection with 34,000 books, 41 periodicals and newspapers, and 2000 AV items.</p> <p>A computer lab offers 28 stations and three printers. Staff assist with technology skills, particularly needed here because many residents do not have internet or even a home computer and lack basic technology skills. Instructors can book the library computer lab for class instruction and supervised research sessions. The library also has a reserve area to hold textbooks and supplemental material provided by instructors for student use. Huddle Spaces encourage collaborative study.</p>
<p>Prior Review Update Describe any improvements or modifications made since the last review</p>	<p>The library has improved physical functionality by adding a second black printer and additional study tables to meet increased demand.</p> <p>Tracking of patron interactions has been modified to provide more granular detail about services provided. Additional digital databases have provided more resources for online research, in support of in-person and online courses.</p>

<p>What are the program/service strengths?</p>	<p>Commitment to patron service and student education is a strength. Staff put students first and all decisions are based on meeting student need.</p> <p>The database collection is strong and varied, and the increasing e-book collection is a solid asset.</p> <p>The quiet study area offers several study tables and other tables and carrels are located throughout the library; these are well used. Three small study rooms are sought for group projects, staff meetings, and individual study areas when not used by groups; these have seen increasing use the last few years.</p>
<p>Based on the review, what are the identified challenges of the program or service?</p>	<p>Lack of staff is the library's biggest challenge. The library has not had a full-time assistant/clerk in nine years. This limits what the librarian can offer in outreach and library instruction.</p> <p>The lack of technology skill, including basic tasks such as formatting a document or creating an email, in much of the student population means significant help from staff is often needed. Technology help accounts for a significant portion of staff time with students. The library needs two full-time staff members.</p> <p>A designated digital outreach librarian position is also desired. This person would provide research and technology help with a primary focus on online students.</p> <p>The library also needs a physical upgrade to better meet accessibility standards, to replace aging furniture, and to create more appealing study spaces.</p>
<p>Intended Action Steps Please identify strategies or actions steps based on the challenges listed.</p>	<p>The library would like to return the library assistant position to full-time status and add a digital outreach librarian to meet the growing need for remote research assistance.</p> <p>Library staff will seek grants for library physical upgrades.</p>