

<b>Program Review Cover Page</b>	
College	Shawnee Community College
District Number	53101
Contact Person (name, title, contact information)	Kristin Shelby, Ph.D. Dean of Transfer & Adult Ed Programs Phone: 618-634-3240 Email: kristins@shawneecc.edu
Fiscal Year Reviewed:	FY2023

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### Career & Technical Education

College Name: Shawnee Community College

Academic Years Reviewed: 2018-2022

### 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
<b>Cosmetology Technology (COS 2139)</b>	<b>One-Year Certificate</b>	<b>40</b>	<b>120401</b>	<b>N/A</b>

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.

#### Program Objectives

What are the overarching objectives of the program? (*i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?*)

The one-year certificate Cosmetology program is designed to provide students with basic knowledge and technical skills compatible with Illinois Department of Financial and Professional Development Regulations (IDFPR). The purpose of the program is to result in licensed Cosmetologists. A minimum of 1500 contact hours and 36-semester hours of college credit will prepare the graduate for the Illinois State Board Cosmetology Licensing Examination.

The program learning objectives are as follows:

1. The student will demonstrate the necessary formulations and practical sequence of chemical selection and application.
2. The student will demonstrate appropriate communication skills through business management scenarios, guest service interactions, and client consultation.
3. The student will perform appropriate formulations and application techniques based on communication with a client regarding a service request.
4. The student will apply the knowledge gained from the program to successfully pass the state board written and practical examinations.

To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates,*

Achievement of the program objectives are measured with both written and practical application evaluations. The pass rate of the Illinois State Board Licensing Examination and employment of graduates indicate that the Program Learning Objectives are being met. The pass rate of the Illinois State Board Licensing Examination indicates that the Program Learning

<p><i>passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i></p>	<p>Objectives are being met.</p> <p>Eighteen (18) graduates have taken the licensing exam in the last five (5) years, and all have passed it. The 100% pass rate indicates the objectives of the program are being achieved.</p> <p>Sixteen (16) of those who pass the licensing exam are employed. Of the two who are currently not employed in the industry, one moved out of state, and the other left the industry to be a stay-at-home parent.</p>
<p><b>Past Program Review Action</b> What action was reported last time the program was reviewed? Were these actions completed?</p>	<p>It was noted in the last Program Review that past practices were weaknesses of the program. New faculty were hired to teach in the program and have updated practices. This has resulted in more stringent record keeping for IDFPR compliance and more stringent student attendance requirements, which have resulted in fewer Incompletes recorded for students.</p> <p>A lack of marketing and an inconsistent enrollment interest were also listed as weaknesses of the program in the last Program Review. The Public Relations Department of the college has created intentional publicity for the program on an ongoing basis. The program has been highlighted in television commercials and is often in social media spotlights. Additionally, the program faculty and currently enrolled students participate in community events in as many areas of the college district as possible (i.e., parades, fair booths, community flea markets).</p>
<p><b>Review Team</b> 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>The faculty and department chair contributed to writing the narrative of the review and provided the outcomes data for the program. Additional contributors helped review the report and provide data analysis for the report. Below is a list of faculty and staff who were participants in the review of the Cosmetology program.</p> <p>Wendy Harris, Lead Cosmetology Instructor Ruth Smith, CTE Department Chair Dr. Kristin Shelby, Dean of Transfer Education Dr. Kristy Stephenson, Dean of Career and Technical Education Dr. Darci Cather, Vice President of Academic Affairs</p>
<p><b>Stakeholder Engagement</b> 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>Below is a list of area employers who were engaged in or participated in the review of the program by attending the bi-annual Advisory Council meetings:</p> <p>Sylvia Needham, Brushstrokes Salon Kelly Lunsford, Kelly's Mane Image Rhea Korte, Hello Gorgeous Stephanie Hayes, Smart Style Salon Brittany Cox, Hair Innovations Suzette Cole, New Visions Salon</p>

	<p>Alex Rushing, Professional Salon Concepts (a product distribution company) Lynn Brannon, Cosmo Prof (a product distribution company)</p> <p>The following students have participated in the review of the program by attending the one or more of the bi-annual Advisory Council meetings:</p> <p>Nicole Kelly Kayliegh Bocoock Hannah Stevens Calissa Cox Melanie Mathias Rachel Winters</p> <p>In-house participants have included Leslie Weldon, student advisor Mindy Reach, student advisor Katherine Hoekstra, Perkins Coordinator Heather Cassner, Perkins Coordinator Gregory Mason, Dean of Career and Technical Education Lydia Dover, Director of Workforce Development Ginger Harner, Adult Education Director Emily Forthman, Human Resources</p>
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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.	Students must meet college-level English competencies. Students can meet these criteria with the use of college’s Multiple Measures criteria or by achieving appropriate test scores on a placement test. Students entering the Cosmetology program have demonstrated success with necessary reading and comprehension abilities. If a student does not demonstrate college-level English competencies with either the Multiple Measures or a placement test, they will be enrolled in the appropriate English course, either ENG 047 Basics of College Reading and Writing or ENG 110 English Composition I with Review.
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Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The 40 credit hours are necessary in order to meet the IDFPR requirement of a minimum of 1500 clock hours for completion of course work and qualification for the Illinois State Board Licensing Examination and the Illinois Community College Board requirement of credit hour and clock hour equations regarding lab, clinic and theory hours.
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<b>Indicator 1: Need</b>	<b>Response</b>
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<p>1.1 What is the labor market demand for the program? Cite local and regional labor market information.</p>	<p>The statewide demand for this profession is very high. This professional service industry is expected to have a statewide increase of 11.8% between 2022 and 2026. The local need is expected to increase 6.8%.*</p> <p>There are 162 annual job openings within a 100-mile radius of the college. There are 10 live job listings on the date of the report. **</p>
<p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p>	<p>The demand decreased by less than 5% during the pandemic due to IDFPR variances. The demand returned to previous numbers last year when the variances were lifted and is expected to surpass it during 2023. There is substantial growth projection for this industry over the next five years. The statewide projected increase is 3.55%.** The local need is expected to increase 6.8%.*</p>
<p>1.3 What labor market information sources are utilized and how often are LMI data reviewed?</p>	<p>*ONet and Bureau of Labor Statistics **Lightcast</p>
<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>	<p>Both traditional and nontraditional students are recruited within the Shawnee Community College district – Alexander, Johnson, Massac, Pulaski, and Union counties.</p> <p>The program benefits from the general college recruitment activities and specific high school outreach activities. The College hosts three main on-campus recruiting events for district high schools—Shawnee Experience and Career Day in the fall and CTE Day in the spring. Students participate in hands-on experiences of the program, including hair styling, facial manipulation, and polish methodology. The full-time instructor visits in-district high schools and presents information about the program to interested students. The full-time faculty instructor has also participated in Career Fairs held at individual high schools.</p> <p>Non-traditional students are recruited by the Cosmetology instructors, both full and part time, and the current students at community events in the college district (i.e., parades, fair booths, community flea markets). Brochures are distributed listing the clinical services provided on campus. They often have a coupon attached in order to draw potential students to campus to experience the program.</p> <p>In addition to recruitment activities, the Marketing and Public Relations Department intentionally promotes the program via the College’s social media accounts, radio, and TV advertisements. Current students are included</p>

	in the marketing pieces.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Proposed needs/changes are brought to the Curriculum and Instruction Team for review by faculty, academic affairs staff, and administration. This team meets monthly throughout the academic year.
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	FY2023 is the first full year that all variances (restrictions) from IDFPR have been lifted since the pandemic started. This will spur an even greater increase in marketing in order to increase enrollment for both Fall and Spring start dates. Additionally, regional employers are often invited to speak to currently enrolled students to present information on job opportunities. These employers are also invited to participate in the annual Career Fair that is annually held on campus in March.
<b>Indicator 2:</b> <b>Cost Effectiveness</b> (see ICCB and system resources for cost-effectiveness: <a href="https://www.iccb.org/academic_affairs/program-review/">https://www.iccb.org/academic_affairs/program-review/</a> )	<b>Response</b>
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: <ul style="list-style-type: none"> <li>• Costs to the institution associated with this program</li> <li>• How costs compare to other similar programs on campus</li> <li>• How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.).</li> <li>• Revenue Analysis</li> <li>• Student to faculty ratio</li> <li>• Course/section fill rates</li> <li>• Enrollment trends</li> <li>• Credit hours earned year to year</li> <li>• Scheduling efficiency</li> </ul>	<ul style="list-style-type: none"> <li>• Costs to the institution associated with this program: <ul style="list-style-type: none"> <li>-one full-time faculty</li> <li>-one part-time faculty</li> <li>-instructional supplies for lab</li> <li>-client-services supplies for clinic</li> <li>-annual program license through IDFPR</li> <li>-professional development for both faculty as required by IDFPR</li> <li>-in-state travel for professional development and recruitment activities</li> <li>-recruitment supplies</li> <li>-Point-of-Sale costs and expenses</li> </ul> </li> <li>• How costs compare to other similar programs on campus? <p>When the Cosmetology program is compared to the Nail Technology, Automotive, and Welding programs, it is similar. All of these programs are similar in that they use more-than-typical supplies in the hands-on portion of the program instruction.</p> </li> <li>• How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.)? <p>The college pays for this program with tuition, lab fees, and state-generated revenue.</p> </li> </ul>

	<ul style="list-style-type: none"> <li>• Revenue Analysis There is a Revenue Analysis conducted by the college administration team on an annual basis when the budget for the next fiscal year is prepared.</li> <li>• Student to faculty ratio The student-to-faculty ration meets IDFPR. The program can house 20 students, and the required ratio is 10:1.</li> <li>• Course/section fill rates The Cosmetology courses tend to fill to capacity with Fall starts. The Spring starts are consistently less full.</li> <li>• Enrollment trends The enrollment trends for this 5-year review are non-typical due to the IDFPR-required variances that were in place during the pandemic. The program continued with enrollment, but it was not allowed to be at full capacity due to distance-restrictions and other variances.</li> <li>• Credit hours earned year to year Because IDFPR requires a student to complete the 1500 clock hours within a 12-month period, the credit hours earned year to year remain consistent.</li> <li>• Scheduling efficiency In order to allow students ample time to meet the clock-hour requirement, the program is scheduled so that students are on campus 4 full days per week of the semesters and complete an internship concurrent with coursework in their last semester.</li> </ul>
<p>2.2 What are the findings of the cost-effectiveness analysis?</p>	<p>Fees were raised to make student kits self-contained and to cover clinic costs for client services. Limited revenue from salon services and retail sales.</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? Please explain.</p>	<p>N/A</p>
<p>2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)</p> <p>How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)</p>	<p>The largest cost of the program other than tuition is the cost of student kits, which are an IDFPR requirement. PELL and scholarship funds can be applied to this cost. The benefit to the student is that it is a professional-level kit, and they are work ready when they take it with them upon completion of the program.</p> <p>Even though the Cosmetology program itself is not identified as an ICCB Program of Study to make use of Perkins funds, the students who are enrolled in the program still have the option to apply for assistance if they are Perkins eligible. Students have access to in-house scholarships. The majority of Shawnee students receive PELL.</p>

<p>2.5 How will the college increase the cost- effectiveness of this program?</p>	<p>ICCB has responded to an inquiry that a Cosmetology program within the state has received approval as a Program of Study. Perkins funds would again be available to increase the cost-effectiveness of this program if it were submitted to ICCB and approved as a Program of Study.</p>																																																																																																															
<p>2.6 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>Fees were raised to make student kits self-contained and to cover clinic costs for client services. Limited revenue from salon services and retail sales.</p>																																																																																																															
<p><b>Indicator 3: Quality</b></p>	<p><b>Response</b></p>																																																																																																															
<p>3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)?</p> <p>How do the success rates of each delivery system compare?</p>	<p>Course content is delivered through face-to-face lecture, online course delivery, and hands-on lab experiences that is reinforced with student mastery demonstrated through completion of reading assignments, class participation, performance of hands-on activities, and satisfactory completion of daily quizzes, exams and comprehensive final. The theory courses are taught online (Section 95N), and the lab courses are taught face-to-face (Sections 01 and 02).</p> <p>Course modality vs. success rate is a performance indicator measured in the college’s Strategic Plan. Data is readily available to faculty and administrators in the form of a data dashboard developed by the Office of Institutional Effectiveness.</p> <p>Success rates are measured according to the following criteria:</p> <table border="1" data-bbox="630 1209 1369 1423"> <thead> <tr> <th>Instructional Delivery Method</th> <th>2020</th> <th>2021</th> <th>2022</th> <th>2023</th> <th>2024</th> <th>Duplicated Student Count</th> <th>Unduplicated Student Count</th> </tr> </thead> <tbody> <tr> <td>Hybrid/Do Not Use</td> <td></td> <td></td> <td></td> <td>1</td> <td></td> <td>1</td> <td>1</td> </tr> <tr> <td>Internet-Based Course</td> <td></td> <td>34</td> <td>29</td> <td>41</td> <td>18</td> <td>122</td> <td>44</td> </tr> <tr> <td>Internship</td> <td></td> <td></td> <td>1</td> <td></td> <td></td> <td>1</td> <td>1</td> </tr> <tr> <td>Internship/Clinical/Field Exp</td> <td></td> <td></td> <td></td> <td>1</td> <td>7</td> <td>8</td> <td>8</td> </tr> <tr> <td>Lab</td> <td>36</td> <td>52</td> <td>38</td> <td>53</td> <td>25</td> <td>204</td> <td>50</td> </tr> <tr> <td>Lecture</td> <td>36</td> <td>6</td> <td>2</td> <td>1</td> <td></td> <td>45</td> <td>14</td> </tr> <tr> <td>Count:</td> <td>72</td> <td>88</td> <td>69</td> <td>96</td> <td>50</td> <td>375</td> <td>50</td> </tr> </tbody> </table> <table border="1" data-bbox="638 1472 1369 1770"> <thead> <tr> <th>Grades</th> <th>American Indian</th> <th>Black or African American</th> <th>White</th> <th>Duplicated Student Count</th> </tr> </thead> <tbody> <tr> <td>A</td> <td></td> <td></td> <td>17</td> <td>105</td> <td>122</td> </tr> <tr> <td>B</td> <td>1</td> <td></td> <td>26</td> <td>57</td> <td>84</td> </tr> <tr> <td>C</td> <td>3</td> <td></td> <td>18</td> <td>50</td> <td>71</td> </tr> <tr> <td>Lower Than C</td> <td>4</td> <td></td> <td>8</td> <td>86</td> <td>98</td> </tr> <tr> <td><b>Total Students</b></td> <td><b>8</b></td> <td></td> <td><b>69</b></td> <td><b>298</b></td> <td><b>375</b></td> </tr> <tr> <td><b>Total C or Better</b></td> <td><b>4</b></td> <td></td> <td><b>61</b></td> <td><b>212</b></td> <td><b>277</b></td> </tr> <tr> <td><b>Success Rate</b></td> <td><b>50.00%</b></td> <td></td> <td><b>88.41%</b></td> <td><b>71.14%</b></td> <td><b>73.87%</b></td> </tr> </tbody> </table>	Instructional Delivery Method	2020	2021	2022	2023	2024	Duplicated Student Count	Unduplicated Student Count	Hybrid/Do Not Use				1		1	1	Internet-Based Course		34	29	41	18	122	44	Internship			1			1	1	Internship/Clinical/Field Exp				1	7	8	8	Lab	36	52	38	53	25	204	50	Lecture	36	6	2	1		45	14	Count:	72	88	69	96	50	375	50	Grades	American Indian	Black or African American	White	Duplicated Student Count	A			17	105	122	B	1		26	57	84	C	3		18	50	71	Lower Than C	4		8	86	98	<b>Total Students</b>	<b>8</b>		<b>69</b>	<b>298</b>	<b>375</b>	<b>Total C or Better</b>	<b>4</b>		<b>61</b>	<b>212</b>	<b>277</b>	<b>Success Rate</b>	<b>50.00%</b>		<b>88.41%</b>	<b>71.14%</b>	<b>73.87%</b>
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<p>3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?</p>	<p>In addition to the regularly updated IDFPR curriculum standards, the program draws significantly on the advice and feedback provided by industry professionals on its advisory council so that it may be aligned with industry standards.</p>																																																																
<p>3.3 Is this program part of a <a href="#">Program of Study</a> as defined by Perkins V and approved by the ICCB?</p> <p>If yes, describe any strengths or challenge to program of study implementation.</p>	<p>This program is currently not a Program of Study as defined by Perkins V. The college has inquired of resubmission under non-traditional definitions as explained by Perkins V. This program is approved by ICCB. Once Perkins funds are available they will increase the cost-effectiveness of this program.</p>																																																																
<p>3.4 Does this program meet the definition of a <a href="#">career pathway program</a>? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If</p>	<p>This program does not currently meet the definition of a career pathway program; however, a goal of the college's Strategic Plan is for all CTE programs to be aligned to industry standards.</p>																																																																

no, please describe if and how the college will improve the program based on the career pathway elements.	
3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	The Lead Instructor has worked with both Chi and Paul Mitchell to obtain corporate partnerships. The benefits for students with these partnerships include free additional industry certifications beyond the one-year certificate from the college and access to unlimited free corporate-sponsored professional development after graduation.
3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	Dual Credit is not an option due to limitations put in place by IDFPR.
3.7 Identify what work-based learning opportunities are available and integrated into the curriculum.  How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	The program meets the need for student work-based learning opportunities with COS 160-Cosmetology Internship. Students are able to work for 150 hours in a licensed salon to obtain real-work experience that aligns classroom and workplace learning through the application of academic, technical, and employability skills in a workplace setting. Students can receive simultaneous support from the SCC Internship Coordinator and workplace mentors.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	N/A
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	Students enrolled in the program are given the opportunity to achieve additional industry-recognized credentials. They are as follows:  Reese Roberts Eyelash Extension Certification GK and Enviro Keratin Blowout System Certification CND Master Painter Certification NCEAA Certification in Electronic Modality Application Paul Mitchell Certified Colorist Satin Smooth Hair Removal Certification
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	N/A
3.11 Please list all applicable licensure and industry/professional	Graduates must take and pass the Illinois State Board Cosmetologist Licensing Examination prior to operating as a Cosmetologist.

examinations. Include examination pass rates and the number of students who took each respective exam.	Eighteen (18) graduates have taken the licensing exam in the last five (5) years, and 100% have passed it.
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	While there have been discussions and finalized plans are in place for an articulation of the Cosmetology program to articulate into the Bachelor of Science degree in Fashion Design and Merchandising Fashion Stylist at Southern Illinois University, there are no current articulation or cooperative agreements for the program at Shawnee Community College.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	N/A
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	Partnerships have been developed with regional employers in all areas of the district where there are licensed salons to provide locations for internships, which have been reinstated into the program in recent years.
3.15 <i>What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program?</i>  <i>What additional professional development is needed?</i>	All of the full and part-time Cosmetology faculty participate in professional development to meet the industry requirements as they are stated by IDFPR. The most common ones that they attend are  Illinois Association of Cosmetology Schools Teaching Methodologies Annual Conference America's Show by the Cosmetologists Chicago Group Milady Master Educator Professional Development Courses
3.16 <i>What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?</i>	Presentation on diversity Fall 2021 Presentation regarding providing a safe space Spring 2022 Presentation regarding open dialogue with students Spring 2023
3.17 <i>What is the status of the current technology and equipment used for this program?</i>	The Cosmetology program has a designated computer lab/classroom space. The computers were installed three years ago. The Cosmetology clinic has a Point-of-Sale system that is six years old.  The equipment that is used for all aspects of the program include  <ul style="list-style-type: none"> <li>• Hair cutting stations, including chairs</li> <li>• Wash stations</li> <li>• Nail technology stations, including chairs for both manicures and pedicures</li> <li>• Tables for esthetic services</li> </ul>

<p>3.18 What assessment methods are used to ensure student success?</p>	<p>Student evaluation methods used as part of the assessment process include</p> <ul style="list-style-type: none"> <li>• Paper/online tests</li> <li>• Observations</li> <li>• Demonstrations</li> <li>• Oral reviews</li> </ul>
<p>3.19 How are these results utilized and shared with others at the institution for continuous improvement?</p>	<p>The data is analyzed on the semester Core Competency Assessment Forms for consideration of any potential changes that may need to occur in the instructional processes.</p>
<p>3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)</p>	<p>Due to an evaluation of the causes of multiple students receiving Incompletes while in the program, the consideration of the organization of the courses resulted in a restructuring of the program. The courses went from 16-week courses to 8-week courses. While the courses are more condensed, they became more doable for students based on course longevity and hands-on application of content.</p>
<p>3.21 How satisfied are students with their preparation for employment?</p> <p>How is this student satisfaction information collected?</p>	<p><b>(The location of formal graduate survey data is unknown.)</b></p> <p>Graduates of the program have expressed extensive satisfaction with the program. Intensive preparation in the program allowed them to be adequately prepared to take and pass the Illinois State Board Cosmetology Licensing Examination. Many of the graduates are confident enough in their skills that they have become self-employed.</p> <p>Information regarding student satisfaction is gathered by the Lead Instructor through informal communications with the students at industry-specific professional development events.</p>
<p>3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?</p>	<p>The participants of the program advisory committee willingly participate in conversation and discourse about the Cosmetology program and how it meets the needs that they have for future employers. The participating group is fluid, which allows for input to be regularly received from various areas of the college district. The fluidity of the group could possibly become more static if it were possible to consider set meeting dates from year to year.</p>
<p>3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)</p>	<p>In addition to the professionals that participated in the program advisory committee, the following entities have either hosted interns or allowed employees to present to the students as guest speakers:</p> <p>Great Clips Sport Clips SmartStyle Icon Shears</p>

	Essence Company
3.24 How satisfied are employers in the preparation of the program's graduates?  How is employer satisfaction information collected?	Information regarding employer satisfaction with student preparation is collected formally with the evaluations that are completed as part of the Internship. All Cosmetology students complete an internship in their last semester of coursework. The feedback is positive in regards to academic knowledge, industry-specific skills and abilities, and soft skills.
3.25 What are the program's strengths?	Student success is enhanced with all of the following: Highly qualified instructors Up-to-date equipment Current hands-on opportunities for students Corporate partnership with Paul Mitchell Corporate partnership with Chi Success is achievable to all cultures represented within the college district Welcoming to outside sources for in depth education as needed
3.26 What are the identified or potential weaknesses of the program?	Location of the college is inconvenient for many students and clients. Allowable square footage limits expansion.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	N/A

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

N/A

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

CTE Program	Cosmetology				
CIP Code	120401				
	2018	2019	2020	2021	2022
Number of Students Enrolled	23	19	17	18	19
Number of Completers	15	9	8	7	10

<p>Other (Please identify)</p> <p>What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status.</p> <p>It may also be appropriate to analyze intersectionality among student demographics (e.g. gender &amp; race, special population status &amp; race, etc.)</p> <p>How does the data support the program goals? Elaborate.</p> <p>Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.</p>																																																																																																																																																																																																																					
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<p>The data supports the goals in that the program is available to individual regardless of race, ethnicity, gender and age. All students are given equal opportunity to successfully complete the program and are able to meet state qualifications.</p> <p>The completer data supports the goals in that students successfully complete the program and are</p>																																																																																																																																																																																																																					
<p>The enrollment data for gender indicate that there is a predominate practice among female to enroll in the industry-specific program rather than males. This is common to the industry. However, the program is marketed to district residents in all of the demographic categories of data gathered.</p> <p>The enrollment vs. completer data is not unique to the program. The program encounters numerous students who are parents, work outside of school, lack personal transportation, or have other various responsibilities of everyday life that are non-school related. The program faculty remain as flexible as possible in order to help students meet the program requirements.</p>																																																																																																																																																																																																																					

What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.

The college provides recruitment and marketing activities in all areas of the college district without discrimination against gender, race, ethnicity, or socio-economic status. Public transportation is made available for students if their schedules can be coordinated. And emergency funds are made available to students on a case-by-case basis.

Are the students served in this program representative of the total student population? Please explain.

The program enrollment varies from the total student population of the college. The program is predominantly white, which mirrors the overall student population. The program enrollment remains predominantly female, which is opposite of the institutions but representative of the industry. The age of students mirrors the college.

This is institution-wide data:

Ethnicity	2018	2019	2020	2021	2022	2023	2024	Duplicated Student Count	Unduplicated Student Count
American Indian	1	16	3	33	28	29	18	128	30
Asian	1	1	8	3	4			17	11
Black or African American	157	147	171	151	126	129	70	951	344
Hawaiian/Pacific Islander					2			2	1
Hispanic	57	52	53	78	41	38	19	338	85
Two or More Races	4	3	2	6	2	2		19	11
Unknown	13	17	13	19	21	31	4	118	50
White	848	779	725	740	749	697	220	4,758	1,474
Count:	1,081	1,015	975	1,030	973	926	331	6,331	2,006
Unduplicated Count:	491	408	437	403	391	354	130		

Gender	2018	2019	2020	2021	2022	2023	2024	Duplicated Student Count	Unduplicated Student Count
F	504	450	462	470	425	462	147	2,920	1,028
M	577	565	513	560	548	464	184	3,411	978
Count:	1,081	1,015	975	1,030	973	926	331	6,331	2,006

Age Range	2018	2019	2020	2021	2022	2023	2024	Duplicated Student Count	Unduplicated Student Count
<18	84	77	93	70	79	90		493	383
18-20	564	513	425	501	490	475	256	3,224	989
21-25	155	146	147	162	123	166	42	941	288
26-30	90	55	67	52	78	75	18	435	137
31-40	94	81	87	123	118	71	11	585	180
41-50	31	45	72	61	59	26	3	297	102
51-61	47	65	49	43	20	14	1	239	74
62-65	8	8	15	9		1		41	24
66-67	4	9	6	2	2			23	17
68+	4	16	14	7	4	8		53	22
Count:	1,081	1,015	975	1,030	973	926	331	6,331	2,006

Are the students served in this program representative of the district population? Please explain.

The program enrollment remains predominantly white female, which is representative of the district population.

All Topics	Massac County, Illinois	Palauki County, Illinois	Johnson County, Illinois	Alexander County, Illinois	Union County, Illinois
Median household income (in 2021 dollars), 2017-2021	\$57,658	\$40,197	\$58,502	\$39,871	\$53,263
<b>Race and Hispanic Origin</b>					
White alone, percent	△ 89.9%	△ 65.7%	△ 89.6%	△ 65.2%	△ 95.7%
Black or African American alone, percent (a)	△ 6.5%	△ 29.5%	△ 8.5%	△ 30.8%	△ 1.4%
American Indian and Alaska Native alone, percent (a)	△ 0.6%	△ 0.8%	△ 0.4%	△ 0.5%	△ 0.7%
Asian alone, percent (a)	△ 0.5%	△ 0.5%	△ 0.3%	△ 0.3%	△ 0.5%
Native Hawaiian and Other Pacific Islander alone, percent (a)	△ Z	△ 0.1%	△ Z	△ 0.2%	△ Z
Two or More Races, percent	△ 2.5%	△ 3.3%	△ 1.2%	△ 3.0%	△ 1.7%
Hispanic or Latino, percent (b)	△ 3.4%	△ 2.8%	△ 3.3%	△ 2.2%	△ 5.5%
White alone, not Hispanic or Latino, percent	△ 87.2%	△ 64.0%	△ 86.9%	△ 63.7%	△ 90.9%

### Review Results

<b>Action</b>	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	Continued with Minor Improvements was chosen because the success of the program is reflected in the pass rate of the Illinois State Board Cosmetology Licensing Examination and employment rate of students. Employer satisfaction also indicates that the program is appropriate for continuation as it is.
<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Because the Cosmetology meets the requirements for both IDFPR and ICCB, no action steps need to be taken other than to continue the program with the current level of quality that is in place.
<b>Program Objectives</b> If program objectives are not being met, what action steps will be taken to achieve program objectives?	All program objectives are being actively met and demonstrated.
<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The college is currently creating various policy to address diversity, equity, and inclusion. The recruitment activities for the program are open to individuals of all races, ethnicities, and socio-economic levels. The marketing strategies for the program are directed to individuals of all races, ethnicities, and socio-economic levels.
<b>Resources Needed</b>	N/A
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	College recruiters Program faculty College public relations

### Career & Technical Education

College Name: Shawnee Community College

Academic Years Reviewed: 2018-2022

### 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
<b>Cosmetology Instructor Training (COS 2169)</b>	<b>Less-than-One-Year Certificate</b>	<b>40</b>	<b>120401</b>	<b>N/A</b>

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.

#### Program Objectives

What are the overarching objectives of the program? (*i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?*)

The Cosmetology Instructor Training program is designed to provide experienced licensed Cosmetologists with the required hours, skills, and knowledge required by IDFPR and BECENT act to become a licensed cosmetology instructor. Per the requirements of the Illinois Department of Financial and Professional Regulation (IDFPR), the student may be eligible to waive COS 221 based on an applicable and qualified work verification audit.

The program learning objectives are as follows:

1. The students will prepare industry-specific lesson plans.
2. The student will provide instruction under the direct supervision of a qualified cosmetology instructor in both theory and practical courses.
3. The student will demonstrate classroom management skills.

To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*

Achievement of the program objectives are measured with the pass rate of the Illinois State Board Licensing Examination and employment of graduates indicate that the Program Learning Objectives are being met.

  2   completers have taken the licensing exam in the last five (5) years, and all have passed it. The  100  % pass rate indicates the objectives of the program are being achieved.

<p><b>Past Program Review Action</b>  What action was reported last time the program was reviewed? Were these actions completed?</p>	<p>It was noted in the last Program Review that past practices were weaknesses of the program. New faculty were hired to teach in the program and have updated practices. This has resulted in more stringent record keeping for IDFPR compliance and more stringent student attendance requirements, which have resulted in fewer Incompletes recorded for students. Theory coursework has been placed online to allow for more dedicated time to lab work. Specific days have been designated as clinic days so there is no infringement on the academic portion of the program on lab days.</p> <p>A lack of marketing and an inconsistent enrollment interest were also listed as weaknesses of the program in the last Program Review. The Public Relations Department of the college has created intentional publicity for the program on an ongoing basis. The program has been highlighted in television commercials and is often in social media spotlights. The program faculty have worked to increase interest with expanded experiences for visiting high school students on recruitment days to allow for direct hands-on activities in order to provide a strong sense of engagement and create interest in the program. Additionally, the program faculty and currently enrolled students participate in community events in as many areas of the college district as possible (i.e., parades, fair booths, community flea markets). Brochures are distributed listing the clinical services provided on campus. They often have a coupon attached in order to draw community members to campus to experience the program.</p>
<p><b>Review Team</b>  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>The faculty and department chair contributed to writing the narrative of the review and provided the outcomes data for the program. Additional contributors helped review the report and provide data analysis for the report. Below is a list of faculty and staff who were participants in the review of the Cosmetology Instructor Training program.</p> <p>Wendy Harris, Lead Cosmetology Instructor  Ruth Smith, CTE Department Chair  Dr. Kristin Shelby, Dean of Transfer Education  Dr. Kristy Stephenson, Dean of Career and Technical Education  Dr. Darci Cather, Vice President of Academic Affairs</p>
<p><b>Stakeholder Engagement</b>  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>Below is a list of area employers who were engaged in or participated in the review of the Cosmetology Instructor Training program by attending the bi-annual Advisory Council meetings:</p> <p>Sylvia Needham, Brushstrokes Salon  Kelly Lunsford, Kelly's Mane Image  Rhea Korte, Hello Gorgeous  Stephanie Hayes, Smart Style Salon</p>

	<p>Brittany Cox, Hair Innovations  Suzette Cole, New Visions Salon  Alex Rushing, Professional Salon Concepts (a product distribution company)  Lynn Brannon, Cosmo Prof (a product distribution company)</p> <p>The following students have participated in the review of the Cosmetology Instructor Training program by attending the one or more of the bi-annual Advisory Council meetings:</p> <p>Nicole Kelly  Kayliegh Bocook  Hannah Stevens  Calissa Cox  Melanie Mathias  Rachel Winters</p> <p>College participants have included  Leslie Weldon, student advisor  Mindy Reach, student advisor  Katherine Hoekstra, Perkins Coordinator  Heather Cassner, Perkins Coordinator  Gregory Mason, Dean of Career and Technical Education  Lydia Dover, Director of Workforce Development  Ginger Harner, Adult Education Director  Emily Forthman, Human Resources</p>
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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.	<p>Students must be currently licensed Illinois Cosmetologists.</p> <p>Per the requirements of the Illinois Department of Financial and Professional Regulation (IDFPR), the student may be eligible to waive COS 221 based on an applicable and qualified work verification audit.</p>
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Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The certificate requires 24 credit hours.
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<b>Indicator 1: Need</b>	<b>Response</b>
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1.1 What is the labor market demand for the program? Cite local and regional labor market information.	While the SCC data source (Lightcast) does not list Cosmetology Instructor Training as a separate category for data, there is indication that the market for career-specific educators is strong within a 100 mile radius of the college.
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**\$31** per hour  
Median Salary

**907**  
Job Openings

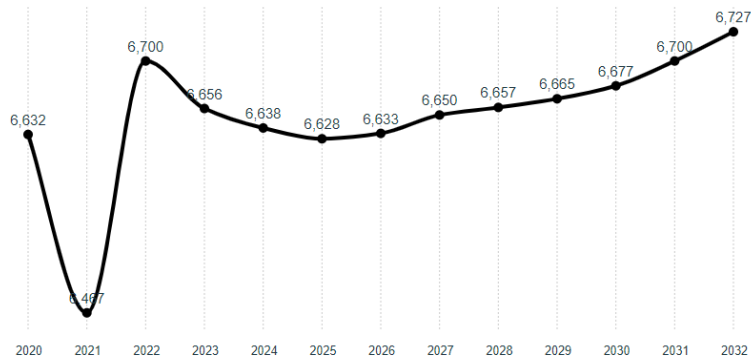
**6,656**  
Currently Employed

1.2 How has demand changed in the past five years and what is the outlook for the next five years?

Due to multiple variances that were implemented by IDFPR during the pandemic, the demand for Cosmetology Instructors decreased for a few years. The current projection is expected to have a slight decline in the near future and then begin a steady increase.

**Employment Projection**

There are 6,700 Career/Technical Education Teachers, Postsecondary employed in Shawnee CC Service Area.



Employment count based on latest year available (2022). Projected data shown for 2023 - 2032.

1.3 What labor market information sources are utilized and how often are LMI data reviewed?

Lightcast

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?)

Nontraditional students are recruited within the Shawnee Community College district – Alexander, Johnson, Massac, Pulaski, and Union counties.

The program benefits from specific outreach activities geared toward regional Cosmetologists that are implemented and conducted by the program faculty, both full- and part-time. Additionally, the College hosts continuing education events for regional Cosmetologists, and information about the Instructor certificate are shared at that time. The full-time

	<p>instructor visits regional business and presents information about the program to interested students. The full-time faculty instructor has also participated in Career Fairs held at individual high schools.</p> <p>In addition to recruitment activities, the Marketing and Public Relations Department intentionally promotes the program via the College's social media accounts, radio, and TV advertisements. Current students are included in the marketing pieces.</p>
<p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>Proposed needs/changes are brought to the Curriculum and Instruction Team for review by faculty, academic affairs staff, and administration. This team meets monthly throughout the academic year.</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>FY2023 is the first full year that all variances (restrictions) from IDFPR have been lifted since the pandemic started. This will spur an even greater increase in marketing in order to increase enrollment for both Fall and Spring start dates. Additionally, regional employers are often invited to speak to currently enrolled students to present information on job opportunities. These employers are also invited to participate in the annual Career Fair that is annually held on campus in March.</p>
<p><b>Indicator 2:</b>  <b>Cost Effectiveness</b> (see ICCB and system resources for cost-effectiveness:  <a href="https://www.iccb.org/academic_affairs/program-review/">https://www.iccb.org/academic_affairs/program-review/</a>)</p>	<p style="text-align: center;"><b>Response</b></p>
<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> <li>• Costs to the institution associated with this program</li> <li>• How costs compare to other similar programs on campus</li> <li>• How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.).</li> <li>• Revenue Analysis</li> <li>• Student to faculty ratio</li> <li>• Course/section fill rates</li> <li>• Enrollment trends</li> <li>• Credit hours earned year to year</li> <li>• Scheduling efficiency</li> </ul>	<ul style="list-style-type: none"> <li>• Costs to the institution associated with this program: <ul style="list-style-type: none"> <li>-one full-time faculty</li> <li>-one part-time faculty</li> <li>-instructional supplies for lab</li> <li>-client-services supplies for clinic</li> <li>-annual program license through IDFPR</li> <li>-professional development for both faculty as required by IDFPR</li> <li>-in-state travel for professional development and recruitment activities</li> <li>-recruitment supplies</li> <li>-Point-of-Sale costs and expenses</li> </ul> </li> <li>• How costs compare to other similar programs on campus? <p>When the Cosmetology Instructor Training program is compared to the Nail Technology, Automotive, and Welding programs, it is cost efficient. This program does not require separate materials and supplies. This program makes use of the supplies that are purchased for the Cosmetology program for student instruction.</p> </li> <li>• How the college is paying for this program and its</li> </ul>

	<p>costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.)? The college pays for this program with tuition, lab fees, and state-generated revenue.</p> <ul style="list-style-type: none"> <li>• Revenue Analysis There is a Revenue Analysis conducted by the college administration team on an annual basis when the budget for the next fiscal year is prepared.</li> <li>• Student to faculty ratio The student-to-faculty ratio meets IDFPR limits with student enrollment as Independent Study. The program can then meet the IDFPR required ration of 1:1.</li> <li>• Course/section fill rates In order to maintain quality with the independent studies, the number of enrollees is kept to 5 or below.</li> <li>• Enrollment trends The enrollment trends for this 5-year review are non-typical due to the IDFPR-required variances that were in place during the pandemic. The program continued with enrollment, but was required to maintain distance-restrictions and other variances.</li> <li>• Credit hours earned year to year Because IDFPR requires a student to complete the a set amount of clock hours within an academic year, the credit hours earned year to year remain consistent.</li> <li>• Scheduling efficiency In order to allow students ample time to meet the clock-hour requirement, the program is scheduled so that students are on campus 4 full days per week of the semesters.</li> </ul>
<p>2.2 What are the findings of the cost-effectiveness analysis?</p>	<p>There are no costs to this certificate other than the Independent Study stipend that is paid to the instructor, which is at a lesser rate than typical credit hour load.</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? Please explain.</p>	<p>N/A</p>
<p>2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)</p> <p>How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA,</p>	<p>PELL and scholarship funds can be applied to the program cost.</p> <p>Even though the Cosmetology Instructor Training program itself is not identified as an ICCB Program of Study to make use of Perkins funds, the students who are enrolled in the program still have the option to apply for assistance if they are Perkins eligible. Students have access to in-house scholarships. The majority of Shawnee students receive PELL.</p>

Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	
2.5 How will the college increase the cost- effectiveness of this program?	The college will continue to recruit and market to industry professionals for education advancement.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	Limited revenue from salon services and retail sales continues to be received. The salon is open to clients two days of the week.
<b>Indicator 3: Quality</b>	<b>Response</b>
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)?  How do the success rates of each delivery system compare?	This course is offered as independent study, course content is delivered through face-to-face lecture, with supplemented online content as well as hands-on lab experiences that are reinforced with student mastery demonstrated through hands-on activities of instruction and classroom management.  Course modality vs. success rate is a performance indicator measured in the college's Strategic Plan. Data is readily available to faculty and administrators in the form of a data dashboard developed by the Office of Institutional Effectiveness.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	In addition to the regularly updated IDFP curriculum standards, the program draws significantly on the advice and feedback provided by industry professionals on its advisory council so that it may be aligned with industry standards.
3.3 Is this program part of a <a href="#">Program of Study</a> as defined by Perkins V and approved by the ICCB?  If yes, describe any strengths or challenge to program of study implementation.	This program is not a Program of Study as defined by Perkins V and approved by ICCB because the college administration does not consider it to be a program that meets the necessary criteria for the application. ICCB has responded to an inquiry that a Cosmetology program within the state has received approval as a Program of Study. Perkins funds would again be available to increase the cost-effectiveness of this program if it were submitted to ICCB and approved as a Program of Study.
3.4 Does this program meet the definition of a <a href="#">career pathway program</a> ? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated	This program does not currently meet the definition of a career pathway program; however, a goal of the college's Strategic Plan is for all CTE programs to be aligned to industry standards.

education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	
3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	The Lead Instructor has worked with both Chi and Paul Mitchell to obtain corporate partnerships. The benefits for students with these partnerships include free additional industry certifications beyond the certificate from the college and access to unlimited free corporate-sponsored professional development after graduation.
3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	Dual Credit is not an option due to limitations put in place by IDFPR.
3.7 Identify what work-based learning opportunities are available and integrated into the curriculum.  How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	The program meets the need for student work-based learning opportunities with the opportunity for the students to develop lessons and present them to the students during intentional instructional settings.  These opportunities provide the student-instructor with real-life experiences to improve their individual techniques.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	N/A
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	Students enrolled in the program are given the opportunity to achieve additional industry-recognized credentials if they have not previously attained them in their education or career. They are as follows:  Reese Roberts Eyelash Extension Certification GK and Enviro Keratin Blowout System Certification CND Master Painter Certification NCEAA Certification in Electronic Modality Application Paul Mitchell Certified Colorist Satin Smooth Hair Removal Certification
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	N/A

<p>3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.</p>	<p>Graduates must take and pass the Illinois State Board Cosmetologist Instructor Licensing Examination prior to operating as a Cosmetologist.</p> <p>Two (2) graduates have taken the licensing exam in the last five (5) years, and both have passed it.</p>
<p>3.12 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>While there have been discussions and finalized plans are in place for an articulation of the Cosmetology program to articulate into the Bachelor of Science degree in Fashion Design and Merchandising Fashion Stylist at Southern Illinois University, there are no current articulation or cooperative agreements for the program at Shawnee Community College.</p>
<p>3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?</p>	<p>N/A</p>
<p>3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?</p>	<p>Partnerships have been developed with regional employers in all areas of the district where there are licensed salons who will work with the student-instructors if they call with requests for guest speakers or classroom visitors.</p>
<p>3.15 <i>What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program?</i></p> <p><i>What additional professional development is needed?</i></p>	<p>All of the full and part-time Cosmetology faculty participate in professional development to meet the industry requirements as they are stated by IDFPR. The most common ones that they attend are</p> <p>Illinois Association of Cosmetology Schools Teaching Methodologies Annual Conference  America's Show by the Cosmetologists Chicago Group  Milady Master Educator Professional Development Courses</p>
<p>3.16 <i>What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?</i></p>	<p>Presentation on diversity Fall 2021  Presentation regarding providing a safe space Spring 2022  Presentation regarding open dialogue with students Spring 2023</p>
<p>3.17 <i>What is the status of the current technology and equipment used for this program?</i></p>	<p>The Cosmetology Instructor Training program has a designated computer lab/classroom space. The computers were installed three years ago. The Cosmetology clinic has a Point-of-Sale system that is six years old.</p> <p>The equipment that is used for all aspects of the program include</p> <ul style="list-style-type: none"> <li>● Hair cutting stations, including chairs</li> <li>● Wash stations</li> </ul>

	<ul style="list-style-type: none"> <li>• Nail technology stations, including chairs for both manicures and pedicures</li> <li>• Tables for esthetic services</li> </ul>
3.18 What assessment methods are used to ensure student success?	<p>Student evaluation methods used as part of the assessment process include</p> <ul style="list-style-type: none"> <li>• Observations</li> <li>• Demonstrations</li> <li>• Oral reviews</li> </ul>
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	<p>The data is analyzed on the semester Core Competency Assessment Forms for consideration of any potential changes that may need to occur in the instructional processes. Learning outcomes are measured with Rubric reports and verified with contributed findings of competency with outcome evidence.</p>
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	<p>Due to the IDFPF allowance that a student with verifiable work experience can waive one of the required courses in the certificate, a process was developed for that to occur.</p>
3.21 How satisfied are students with their preparation for employment?  How is this student satisfaction information collected?	<p>Graduates of the program have expressed extensive satisfaction with the program. Preparation in the program allowed them to be adequately prepared to take and pass the Illinois State Board Cosmetology Instructor Licensing Examination.</p> <p>Information regarding student satisfaction is gathered by the Lead Instructor through informal communications with the students at industry-specific professional development events.</p>
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	<p>The participants of the program advisory committee willingly participate in conversation and discourse about the Cosmetology Instructor Training program and how it meets the needs that they have for future employers. The participating group is fluid, which allows for input to be regularly received from various areas of the college district. The fluidity of the group could possibly become more static if it were possible to consider set meeting dates from year to year.</p>
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	<p>In addition to the professionals that participated in the program advisory committee, the following entities have either hosted interns or allowed employees to present to the students as guest speakers:</p> <p>Great Clips Sport Clips SmartStyle Icon Shears</p>

	Essence Company				
3.24 How satisfied are employers in the preparation of the program's graduates?  How is employer satisfaction information collected?	Information regarding employer satisfaction with student preparation is informally collected. The feedback is positive in regards to academic knowledge, industry-specific skills and abilities, and soft skills.				
3.25 What are the program's strengths?	Student success is enhanced with all of the following: Highly qualified instructors Up-to-date equipment Current hands-on opportunities for students Corporate partnership with Paul Mitchell Corporate partnership with Chi Success is achievable to all cultures represented within the college district Welcoming to outside sources for in-depth education as needed				
3.26 What are the identified or potential weaknesses of the program?	Location of the college is inconvenient for many students and clients. Allowable square footage limits expansion.				
3.27 Did the review of program quality result in any actions or modifications? Please explain.	N/A				
List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.					
N/A					
<b>Performance and Equity</b>					
Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5- year longitudinal data available. Each year may represent a cohort.					
CTE Program	Cosmetology Instructor Training				
CIP Code	120401				
	2018	2019	2020	2021	2022
Number of Students Enrolled	2	1	0	1	1
Number of Completers	2	1	0	1	0

<p>Other (Please identify)</p> <p>What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status.</p> <p>It may also be appropriate to analyze intersectionality among student demographics (e.g. gender &amp; race, special population status &amp; race, etc.)</p> <p>How does the data support the program goals? Elaborate.</p> <p>Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.</p>	<p><b>I know there were more students that completed this program in the past, but this is what the data showed. It may be because not all students have to take both courses in the program. Not sure how to find the other enrollees. The other enrollees will skew the data due to race and age.</b></p> <table border="1" data-bbox="508 394 1372 625"> <thead> <tr> <th>Ethnicity</th> <th>2022</th> <th>Duplicated Student Count</th> <th>Unduplicated Student Count</th> </tr> </thead> <tbody> <tr> <td>Black or African American</td> <td>1</td> <td>1</td> <td>1</td> </tr> <tr> <td>Count:</td> <td>1</td> <td>1</td> <td>1</td> </tr> <tr> <td>Unduplicated Count:</td> <td>1</td> <td></td> <td></td> </tr> </tbody> </table> <table border="1" data-bbox="508 646 1230 844"> <thead> <tr> <th>Gender</th> <th>2022</th> <th>Duplicated Student Count</th> <th>Unduplicated Student Count</th> </tr> </thead> <tbody> <tr> <td>F</td> <td>1</td> <td>1</td> <td>1</td> </tr> <tr> <td>Count:</td> <td>1</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <table border="1" data-bbox="508 877 1271 1075"> <thead> <tr> <th>Age Range</th> <th>2022</th> <th>Duplicated Student Count</th> <th>Unduplicated Student Count</th> </tr> </thead> <tbody> <tr> <td>51-61</td> <td>1</td> <td>1</td> <td>1</td> </tr> <tr> <td>Count:</td> <td>1</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <table border="1" data-bbox="508 1108 1122 1402"> <thead> <tr> <th>Grades</th> <th>2022</th> <th>Duplicated Student Count</th> </tr> </thead> <tbody> <tr> <td>Lower Than C</td> <td>1</td> <td>1</td> </tr> <tr> <td>Total Students</td> <td>1</td> <td>1</td> </tr> <tr> <td>Total C or Better</td> <td>0</td> <td>0</td> </tr> <tr> <td>Success Rate</td> <td>0.00%</td> <td>0.00%</td> </tr> </tbody> </table> <p>The data supports the goals in that the program is available to individual regardless of race, ethnicity, gender and age. All students are given equal opportunity to successfully complete the program and are able to meet state qualifications.</p> <p>The completer data supports the goals in that students successfully complete the program and are</p> <p>The enrollment data for gender indicate that there is a predominate practice among female to enroll in the industry-specific program rather than males. This is common to the industry. However, the program is marketed to district residents in all of the demographic categories of data gathered.</p>	Ethnicity	2022	Duplicated Student Count	Unduplicated Student Count	Black or African American	1	1	1	Count:	1	1	1	Unduplicated Count:	1			Gender	2022	Duplicated Student Count	Unduplicated Student Count	F	1	1	1	Count:	1	1	1	Age Range	2022	Duplicated Student Count	Unduplicated Student Count	51-61	1	1	1	Count:	1	1	1	Grades	2022	Duplicated Student Count	Lower Than C	1	1	Total Students	1	1	Total C or Better	0	0	Success Rate	0.00%	0.00%
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Success Rate	0.00%	0.00%																																																						

What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.

The college provides recruitment and marketing activities in all areas of the college district without discrimination against gender, race, ethnicity, or socio-economic status. Public transportation is made available for students if their schedules can be coordinated. And emergency funds are made available to students on a case-by-case basis.

Are the students served in this program representative of the total student population? Please explain.

The program enrollment varies from the total student population of the college. The program is predominantly white, which mirrors the overall student population. The program enrollment remains predominantly female, which is opposite of the institutions but representative of the industry. The age of students mirrors the college.

This is institution-wide data:

Ethnicity	2018	2019	2020	2021	2022	2023	2024	Duplicated Student Count	Unduplicated Student Count
American Indian	1	16	3	33	28	29	18	128	30
Asian	1	1	8	3	4			17	11
Black or African American	157	147	171	151	126	129	70	951	344
Hawaiian/Pacific Islander					2			2	1
Hispanic	57	52	53	78	41	38	19	338	85
Two or More Races	4	3	2	6	2	2		19	11
Unknown	13	17	13	19	21	31	4	118	50
White	848	779	725	740	749	697	220	4,758	1,474
<b>Count:</b>	<b>1,081</b>	<b>1,015</b>	<b>975</b>	<b>1,030</b>	<b>973</b>	<b>926</b>	<b>331</b>	<b>6,331</b>	<b>2,006</b>
<b>Unduplicated Count:</b>	<b>491</b>	<b>408</b>	<b>437</b>	<b>403</b>	<b>391</b>	<b>354</b>	<b>130</b>		

Gender	2018	2019	2020	2021	2022	2023	2024	Duplicated Student Count	Unduplicated Student Count
F	504	450	462	470	425	462	147	2,920	1,028
M	577	565	513	560	548	464	184	3,411	978
<b>Count:</b>	<b>1,081</b>	<b>1,015</b>	<b>975</b>	<b>1,030</b>	<b>973</b>	<b>926</b>	<b>331</b>	<b>6,331</b>	<b>2,006</b>

Age Range	2018	2019	2020	2021	2022	2023	2024	Duplicated Student Count	Unduplicated Student Count
<18	84	77	93	70	79	90		493	383
18-20	564	513	425	501	490	475	256	3,224	989
21-25	155	146	147	162	123	166	42	941	288
26-30	90	55	67	52	78	75	18	435	137
31-40	94	81	87	123	118	71	11	585	180
41-50	31	45	72	61	59	26	3	297	102
51-61	47	65	49	43	20	14	1	239	74
62-65	8	8	15	9		1		41	24
66-67	4	9	6	2	2			23	17
68+	4	16	14	7	4	8		53	22
<b>Count:</b>	<b>1,081</b>	<b>1,015</b>	<b>975</b>	<b>1,030</b>	<b>973</b>	<b>926</b>	<b>331</b>	<b>6,331</b>	<b>2,006</b>

Are the students served in this program representative of the district population? Please explain.

The program enrollment remains predominantly white female, which is representative of the district population.

All Topics	Massac County, Illinois	Palaski County, Illinois	Johnson County, Illinois	Alexander County, Illinois	Union County, Illinois
Median household income (in 2021 dollars), 2017-2021	\$57,658	\$40,197	\$58,502	\$39,871	\$53,363
<b>Race and Hispanic Origin</b>					
White alone, percent	△ 89.9%	△ 65.7%	△ 89.6%	△ 65.2%	△ 95.7%
Black or African American alone, percent (a)	△ 6.5%	△ 29.5%	△ 8.5%	△ 30.8%	△ 1.4%
American Indian and Alaska Native alone, percent (a)	△ 0.6%	△ 0.6%	△ 0.4%	△ 0.5%	△ 0.7%
Asian alone, percent (a)	△ 0.5%	△ 0.5%	△ 0.3%	△ 0.3%	△ 0.5%
Native Hawaiian and Other Pacific Islander alone, percent (a)	△ Z	△ 0.1%	△ Z	△ 0.2%	△ Z
Two or More Races, percent	△ 2.5%	△ 3.3%	△ 1.2%	△ 3.0%	△ 1.7%
Hispanic or Latino, percent (b)	△ 3.4%	△ 2.8%	△ 3.3%	△ 2.2%	△ 5.5%
White alone, not Hispanic or Latino, percent	△ 87.2%	△ 64.0%	△ 86.9%	△ 63.7%	△ 90.9%

### Review Results

<b>Action</b>	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	Continued with Minor Improvements was chosen because the success of the program is reflected in the pass rate of the Illinois State Board Cosmetology Licensing Examination and employment rate of students. Employer satisfaction also indicates that the program is appropriate for continuation as it is.
<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Because the Cosmetology Instructor Training certificate meets the requirements for both IDFPR and ICCB, no action steps need to be taken other than to continue the program with the current level of quality that is in place.
<b>Program Objectives</b> If program objectives are not being met, what action steps will be taken to achieve program objectives?	All program objectives are being actively met and demonstrated.
<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The recruitment activities for the program are open to individuals of all races, ethnicities, and socio-economic levels. The marketing strategies for the program are directed to individuals of all races, ethnicities, and socio-economic levels.
<b>Resources Needed</b>	N/A
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	N/A

### Career & Technical Education

College Name: Shawnee Community College

Academic Years Reviewed: 2018-2022

### 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
<b>Nail Technology (NLT 1128)</b>	<b>Less-than One-Year Certificate</b>	<b>16</b>	<b>120410</b>	<b>N/A</b>

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.

#### Program Objectives

What are the overarching objectives of the program? (*i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?*)

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

The program learning objectives are as follows:

1. The student will demonstrate appropriate techniques for electric filing, nail tips and wraps, monomer liquid and polymer powder nail enhancements, and UV gel nails.
2. The student will demonstrate appropriate communication skills through business management scenarios, guest service interactions, and client consultation.
3. The student will perform appropriate formulations and application techniques based on communication with a client regarding a service request.
4. The student will apply the knowledge gained from the program to successfully pass the state board written and practical examinations.

To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates,*

Achievement of the program objectives are measured with both written and practical application evaluations. The pass rate of the Illinois State Board Licensing Examination and employment of graduates indicate that the Program Learning Objectives are being met.  
The pass rate of the Illinois State Board Licensing Examination indicates that the Program Learning Objectives are being met.

<p><i>passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i></p>	<p><u>  9  </u> graduates have taken the licensing exam in the last five (5) years, and all have passed it. The <u>  90  </u>% pass rate indicates the objectives of the program are being achieved.</p> <p><u>  4  </u> of those who pass the licensing exam are employed. Of the two who are currently not employed in the industry, one moved out of state, and the other left the industry to be a stay-at-home parent.</p>
<p><b>Past Program Review Action</b> What action was reported last time the program was reviewed? Were these actions completed?</p>	<p>It was noted in the last Program Review that past practices were weaknesses of the program. New faculty were hired to teach in the program and have updated practices. This has resulted in more stringent record keeping for IDFPR compliance and more stringent student attendance requirements, which have resulted in fewer Incompletes recorded for students.</p> <p>A lack of marketing and an inconsistent enrollment interest were also listed as weaknesses of the program in the last Program Review. The Public Relations Department of the college has created intentional publicity for the program on an ongoing basis. The program has been highlighted in television commercials and is often in social media spotlights. Additionally, the program faculty and currently enrolled students participate in community events in as many areas of the college district as possible (i.e., parades, fair booths, community flea markets).</p>
<p><b>Review Team</b> 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>The faculty and department chair contributed to writing the narrative of the review and provided the outcomes data for the program. Additional contributors helped review the report and provide data analysis for the report. Below is a list of faculty and staff who were participants in the review of the Cosmetology program.</p> <p>Wendy Harris, Lead Cosmetology Instructor Ruth Smith, CTE Department Chair Dr. Kristin Shelby, Dean of Transfer Education Dr. Kristy Stephenson, Dean of Career and Technical Education Dr. Darci Cather, Vice President of Academic Affairs</p>
<p><b>Stakeholder Engagement</b> 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>Below is a list of area employers who were engaged in or participated in the review of the program by attending the bi-annual Advisory Council meetings:</p> <p>Sylvia Needham, Brushstrokes Salon Kelly Lunsford, Kelly's Mane Image Rhea Korte, Hello Gorgeous Stephanie Hayes, Smart Style Salon Brittany Cox, Hair Innovations Suzette Cole, New Visions Salon Alex Rushing, Professional Salon Concepts (a product distribution company)</p>

	<p>Lynn Brannon, Cosmo Prof (a product distribution company)</p> <p>The following students have participated in the review of the program by attending the one or more of the bi-annual Advisory Council meetings:</p> <p>Nicole Kelly  Kayliegh Bocook  Hannah Stevens  Calissa Cox  Melanie Mathias  Rachel Winters</p> <p>In-house participants have included  Leslie Weldon, student advisor  Mindy Reach, student advisor  Katherine Hoekstra, Perkins Coordinator  Heather Cassner, Perkins Coordinator  Gregory Mason, Dean of Career and Technical Education  Lydia Dover, Director of Workforce Development  Ginger Harner, Adult Education Director  Emily Forthman, Human Resources</p>
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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.

<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>Students must meet college-level English competencies. Students can meet these criteria with the use of college’s Multiple Measures criteria or by achieving appropriate test scores on a placement test. Students entering the Cosmetology program have demonstrated success with necessary reading and comprehension abilities. If a student does not demonstrate college-level English competencies with either the Multiple Measures or a placement test, they will be enrolled in the appropriate English course, either ENG 047 Basics of College Reading and Writing or ENG 110 English Composition I with Review.</p>
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<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>The 16 credit hours are necessary in order to meet the IDFPR minimum clock hour requirement for completion of course work and qualification for the Illinois State Board Licensing Examination and the Illinois Community College Board requirement of credit hour and clock hour equations regarding lab, clinic and theory hours.</p>
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<b>Indicator 1: Need</b>	<b>Response</b>
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<p>1.1 What is the labor market demand for the program? Cite local and regional labor</p>	<p>There are 23 annual job openings within a 100-mile radius of the college. There are 2 live job listings on the</p>
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market information.	date of the report.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Data is available only from 2020 forward from SCC's data source, Lightcast. That data represents the time during the pandemic when individuals were expected to remain no less than 6 feet apart. The number of positions is expected to nearly double those numbers within the next five years.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	Lightcast
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>Both traditional and nontraditional students are recruited within the Shawnee Community College district – Alexander, Johnson, Massac, Pulaski, and Union counties.</p> <p>The program benefits from the general college recruitment activities and specific high school outreach activities. The College hosts three main on-campus recruiting events for district high schools—Shawnee Experience and Career Day in the fall and CTE Day in the spring. Students participate in hands-on experiences of the program, including hair styling, facial manipulation, and polish methodology. The full-time instructor visits in-district high schools and presents information about the program to interested students. The full-time faculty instructor has also participated in Career Fairs held at individual high schools.</p> <p>Non-traditional students are recruited by the Cosmetology instructors, both full and part time, and the current students at community events in the college district (i.e., parades, fair booths, community flea markets). Brochures are distributed listing the clinical services provided on campus. They often have a coupon attached in order to draw potential students to campus to experience the program.</p> <p>In addition to recruitment activities, the Marketing and Public Relations Department intentionally promotes the program via the College's social media accounts, radio, and TV advertisements. Current students are included in the marketing pieces.</p>
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Proposed needs/changes are brought to the Curriculum and Instruction Team for review by faculty, academic affairs staff, and administration. This team meets monthly throughout the academic year.

<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>FY2023 is the first full year that all variances (restrictions) from IDFPR have been lifted since the pandemic started. This will spur an even greater increase in marketing in order to increase enrollment for both Fall and Spring start dates. Additionally, regional employers are often invited to speak to currently enrolled students to present information on job opportunities. These employers are also invited to participate in the annual Career Fair that is annually held on campus in March.</p>
<p><b>Indicator 2:</b>  <b>Cost Effectiveness</b> (see ICCB and system resources for cost-effectiveness:  <a href="https://www.iccb.org/academic_affairs/program-review/">https://www.iccb.org/academic_affairs/program-review/</a>)</p>	<p style="text-align: center;"><b>Response</b></p>
<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> <li>• Costs to the institution associated with this program</li> <li>• How costs compare to other similar programs on campus</li> <li>• How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.).</li> <li>• Revenue Analysis</li> <li>• Student to faculty ratio</li> <li>• Course/section fill rates</li> <li>• Enrollment trends</li> <li>• Credit hours earned year to year</li> <li>• Scheduling efficiency</li> </ul>	<ul style="list-style-type: none"> <li>• Costs to the institution associated with this program: <ul style="list-style-type: none"> <li>-one part-time faculty</li> <li>-instructional supplies for lab</li> <li>-client-services supplies for clinic</li> <li>-annual program license through IDFPR</li> <li>-professional development for faculty as required by IDFPR</li> <li>-in-state travel for professional development and recruitment activities</li> <li>-recruitment supplies</li> <li>-Point-of-Sale costs and expenses</li> </ul> </li> <li>• How costs compare to other similar programs on campus? <p>When the Nail Technology program is compared to the Cosmetology, Automotive, and Welding programs, it is similar. All of these programs are similar in that they use more-than-typical supplies in the hands-on portion of the program instruction.</p> </li> <li>• How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.)? <p>The college pays for this program with tuition, lab fees, and state-generated revenue.</p> </li> <li>• Revenue Analysis <p>There is a Revenue Analysis conducted by the college administration team on an annual basis when the budget for the next fiscal year is prepared.</p> </li> <li>• Student to faculty ratio <p>The student-to-faculty ration meets IDFPR. The program can house 10 students, and the required ratio is 10:1.</p> </li> <li>• Course/section fill rates <p>The Nail Technology courses tend to have consistent enrollment each semester.</p> </li> <li>• Enrollment trends</li> </ul>

	<p>The enrollment trends for this 5-year review are non-typical due to the IDFPR-required variances that were in place during the pandemic. The program continued with enrollment, but it was not allowed to be at full capacity due to distance-restrictions and other variances.</p> <ul style="list-style-type: none"> <li>• Credit hours earned year to year Because IDFPR requires a student to complete clock hours within a semester, the credit hours earned year to year remain consistent.</li> <li>• Scheduling efficiency In order to allow students ample time to meet the clock-hour requirement, the program is scheduled so that students are on campus 2 full days per week of the semester.</li> </ul>
2.2 What are the findings of the cost-effectiveness analysis?	Fees were raised to make student kits self-contained and to cover clinic costs for client services. Limited revenue from salon services and retail sales.
2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	N/A
2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)	The largest cost of the program other than tuition is the cost of student kits, which are an IDFPR requirement. PELL and scholarship funds can be applied to this cost. The benefit to the student is that it is a professional-level kit, and they are work ready when they take it with them upon completion of the program.
How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	Even though the Nail Technology program itself is not identified as an ICCB Program of Study to make use of Perkins funds, the students who are enrolled in the program still have the option to apply for assistance if they are Perkins eligible. Students have access to in-house scholarships. The majority of Shawnee students receive PELL.
2.5 How will the college increase the cost- effectiveness of this program?	The College will continue to market this program as a “direct to work” program and continue to review submissions of creating a dual enrollment option for area high schools. This approval would have a positive impact or carry-over onto the Nail Technology program.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	Fees were raised to make student kits self-contained and to cover clinic costs for client services. Limited revenue from salon services and retail sales.
<b>Indicator 3: Quality</b>	<b>Response</b>
3.1 What are the delivery methods of this program? (e.g. traditional	Course content is delivered through face-to-face lecture, and hands-on lab experiences that is reinforced with student

format/online/hybrid/team-teaching/ competency-based education, etc.)?)

How do the success rates of each delivery system compare?

mastery demonstrated through completion of reading assignments, class participation, performance of hands-on activities, and satisfactory completion of daily quizzes, exams and comprehensive final.

Course modality vs. success rate is a performance indicator measured in the college’s Strategic Plan. Data is readily available to faculty and administrators in the form of a data dashboard developed by the Office of Institutional Effectiveness.

Success rates are measured according to the following criteria:

Grades	Black or African American	Hispanic	White	Duplicated Student Count
A	9	2	21	32
B	9	2	11	22
C	6		7	13
Lower Than C	6		5	11
<b>Total Students</b>	<b>30</b>	<b>4</b>	<b>44</b>	<b>78</b>
<b>Total C or Better</b>	<b>24</b>	<b>4</b>	<b>39</b>	<b>67</b>
<b>Success Rate</b>	<b>80.00%</b>	<b>100.00%</b>	<b>88.64%</b>	<b>85.90%</b>

Grades	18-20	21-25	26-30	31-40	41-50	51-61	62-65	66-67	68+	Duplicated Student Count
A	1	12	1	4	4	2	3	4	1	32
B	4	5	4	3		4	1		1	22
C	3	1	4	1		2			2	13
Lower Than C	4	2	5							11
<b>Total Students</b>	<b>12</b>	<b>20</b>	<b>14</b>	<b>8</b>	<b>4</b>	<b>8</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>78</b>
<b>Total C or Better</b>	<b>8</b>	<b>18</b>	<b>9</b>	<b>8</b>	<b>4</b>	<b>8</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>67</b>
<b>Success Rate</b>	<b>66.67%</b>	<b>90.00%</b>	<b>64.29%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>85.90%</b>

Grades	F	Duplicated Student Count
A	32	32
B	22	22
C	13	13
Lower Than C	11	11
<b>Total Students</b>	<b>78</b>	<b>78</b>
<b>Total C or Better</b>	<b>67</b>	<b>67</b>
<b>Success Rate</b>	<b>85.90%</b>	<b>85.90%</b>

3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?

In addition to the regularly updated IDFPR curriculum standards, the program draws significantly on the advice and feedback provided by industry professionals on its advisory council so that it may be aligned with industry standards.

<p>3.3 Is this program part of a <a href="#">Program of Study</a> as defined by Perkins V and approved by the ICCB?</p> <p>If yes, describe any strengths or challenge to program of study implementation.</p>	<p>This program is not a Program of Study as defined by Perkins V. This program is an approved program by ICCB under the parenting Cosmetology program.</p>
<p>3.4 Does this program meet the definition of a <a href="#">career pathway program</a>? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.</p>	<p>This program does not currently meet the definition of a career pathway program; however, a goal of the college's Strategic Plan is for all CTE programs to be aligned to industry standards.</p>
<p>3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p>	<p>The Lead Instructor has worked with both Chi and Paul Mitchell to obtain corporate partnerships. The benefits for students with these partnerships include free additional industry certifications beyond the one-year certificate from the college and access to unlimited free corporate-sponsored professional development after graduation.</p>
<p>3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?</p>	<p>Dual Credit is not an option due to limitations put in place by IDFPR.</p>
<p>3.7 Identify what work-based learning opportunities are available and integrated into the curriculum.</p> <p>How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>The program meets the need for student work-based learning opportunities with weekly opportunities for students to perform client services in the college clinic that is open to the public. Students are able obtain real-work experience that aligns classroom and workplace learning through the application of academic, technical, and employability skills in a workplace setting. Students can receive simultaneous support from the SCC Internship Coordinator and workplace mentors.</p>

3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	N/A
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	Students enrolled in the program are given the opportunity to achieve additional industry-recognized credentials. They are as follows:  CND Master Painter Certification
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	N/A
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	Graduates must take and pass the Illinois State Board Nail Technician Licensing Examination prior to operating as a Cosmetologist.
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	There are no current articulation or cooperative agreements for the program at Shawnee Community College.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	N/A
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	Partnerships have been developed with regional employers in all areas of the district where there are licensed salons and industry-specific suppliers who visit the program to demonstrate techniques and products that may not be included in the current curriculum.
3.15 <i>What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program?</i>  <i>What additional professional development is needed?</i>	The Nail Technology faculty participate in professional development to meet the industry requirements as they are stated by IDFPR. The most common ones that they attend are  Illinois Association of Cosmetology Schools Teaching Methodologies Annual Conference America's Show by the Cosmetologists Chicago Group Milady Master Educator Professional Development Courses

<p>3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?</p>	<p>Presentation on diversity Fall 2021  Presentation regarding providing a safe space Spring 2022  Presentation regarding open dialogue with students (January 2023)</p>
<p>3.17 What is the status of the current technology and equipment used for this program?</p>	<p>The Cosmetology program has a designated computer lab/classroom space. The computers were installed three years ago. The Cosmetology clinic has a Point-of-Sale system that is six years old.</p> <p>The equipment that is used for all aspects of the program include</p> <ul style="list-style-type: none"> <li>• Hair cutting stations, including chairs</li> <li>• Wash stations</li> <li>• Nail technology stations, including chairs for both manicures and pedicures</li> <li>• Tables for esthetic services</li> </ul>
<p>3.18 What assessment methods are used to ensure student success?</p>	<p>Student evaluation methods used as part of the assessment process include</p> <ul style="list-style-type: none"> <li>• Paper/online tests</li> <li>• Observations</li> <li>• Demonstrations</li> <li>• Oral reviews</li> </ul>
<p>3.19 How are these results utilized and shared with others at the institution for continuous improvement?</p>	<p>The data is analyzed each semester bby the Assessment committee using the Curriculum Quality Improvement forms and review process for consideration of any potential changes that may need to occur in the instructional processes.</p>
<p>3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)</p>	<p>Due to an evaluation of the causes of multiple students receiving Incompletes while in the program, the consideration of the organization of the courses resulted in a restructuring of the program. The courses went from 16-week courses to 8-week courses. While the courses are more condensed, they became more doable for students based on course longevity and hands-on application of content.</p>
<p>3.21 How satisfied are students with their preparation for employment?</p> <p>How is this student satisfaction information collected?</p>	<p>Graduates of the program have expressed extensive satisfaction with the program. Intensive preparation in the program allowed them to be adequately prepared to take and pass the Illinois State Board Cosmetology Licensing Examination. Many of the graduates are confident enough in their skills that they have become self-employed.</p> <p>Information regarding student satisfaction is gathered by the Lead Instructor through informal communications with the students at industry-specific professional development events.</p>

<p>3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?</p>	<p>The participants of the program advisory committee willingly participate in conversation and discourse about the Cosmetology program and how it meets the needs that they have for future employers. The participating group is fluid, which allows for input to be regularly received from various areas of the college district. The fluidity of the group could possibly become more static if it were possible to consider set meeting dates from year to year.</p>
<p>3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)</p>	<p>In addition to the professionals that participated in the program advisory committee, the following entities have either hosted interns or allowed employees to present to the students as guest speakers:</p> <ul style="list-style-type: none"> <li>Great Clips</li> <li>Sport Clips</li> <li>SmartStyle</li> <li>Icon Shears</li> <li>Essence Company</li> </ul>
<p>3.24 How satisfied are employers in the preparation of the program's graduates?</p> <p>How is employer satisfaction information collected?</p>	<p>Information regarding employer satisfaction with student preparation is collected formally with the evaluations that are completed as part of the Internship. All Cosmetology students complete an internship in their last semester of coursework. The feedback is positive in regards to academic knowledge, industry-specific skills and abilities, and soft skills.</p>
<p>3.25 What are the program's strengths?</p>	<p>Student success is enhanced with all of the following:</p> <ul style="list-style-type: none"> <li>Highly qualified instructors</li> <li>Up-to-date equipment</li> <li>Current hands-on opportunities for students</li> <li>Corporate partnership with Paul Mitchell</li> <li>Corporate partnership with Chi</li> <li>Success is achievable to all cultures represented within the college district</li> <li>Welcoming to outside sources for in depth education as needed</li> </ul>
<p>3.26 What are the identified or potential weaknesses of the program?</p>	<p>Location of the college is inconvenient for many students and clients. Allowable square footage limits expansion.</p>
<p>3.27 Did the review of program quality result in any actions or modifications? Please explain.</p>	<p>N/A</p>
<p>List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.</p>	
<p>N/A</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. Each year may represent a cohort.

CTE Program	Nail Technology				
CIP Code	120410				
	2018	2019	2020	2021	2022
Number of Students Enrolled		4	1	9	6
Number of Completers		3	0	6	3
Other (Please identify)					

What disaggregated data was reviewed?  
 If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status.

It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)

Ethnicity	2019	2020	2021	2023	2024	Duplicated Student Count	Unduplicated Student Count
Black or African American	8		12	6	4	30	8
Hispanic				4		4	1
White	8	4	24	8		44	12
Count:	16	4	36	18	4	78	21
Unduplicated Count:	4	1	9	6	1		

Gender	2019	2020	2021	2023	2024	Duplicated Student Count	Unduplicated Student Count
F	16	4	36	18	4	78	21
Count:	16	4	36	18	4	78	21

Age Range	2019	2020	2021	2023	2024	Duplicated Student Count	Unduplicated Student Count
18-20			8		4	12	3
21-25	8		4	8		20	5
26-30			8	6		14	5
31-40			8			8	2
41-50		4				4	1
51-61			4	4		8	2
62-65			4			4	1
66-67	4					4	1
68+	4					4	1
Count:	16	4	36	18	4	78	21

Grades	2019	2020	2021	2023	2024	Duplicated Student Count
A	9	4	12	7		32
B	2		15	5		22
C	3		8	2		13
Lower Than C	2		1	4	4	11
Total Students	16	4	36	18	4	78
Total C or Better	14	4	35	14	0	67
Success Rate	87.50%	100.00%	97.22%	77.78%	0.00%	85.90%

<p>How does the data support the program goals? Elaborate.</p>	<p>The data supports the goals in that the program is available to individual regardless of race, ethnicity, gender and age. All students are given equal opportunity to successfully complete the program and are able to meet state qualifications.</p> <p>The completer data supports the goals in that students successfully complete the program and are able to meet state qualifications.</p>																																																																																																														
<p>Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.</p>	<p>The enrollment data for gender indicate that there is a predominate practice among female to enroll in the industry-specific program rather than males. This is common to the industry. However, the program is marketed to district residents in all of the demographic categories of data gathered.</p> <p>The enrollment vs. completer data is not unique to the program. The program encounters numerous students who are parents, work outside of school, lack personal transportation, or have other various responsibilities of everyday life that are non-school related. The program faculty remain as flexible as possible in order to help students meet the program requirements.</p>																																																																																																														
<p>What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.</p>	<p>The college provides recruitment and marketing activities in all areas of the college district without discrimination against gender, race, ethnicity, or socio-economic status. Public transportation is made available for students if their schedules can be coordinated. And emergency funds are made available to students on a case-by-case basis.</p>																																																																																																														
<p>Are the students served in this program representative of the total student population? Please explain.</p>	<p>The program enrollment varies from the total student population of the college. The program is predominantly white, which is mirrors the overall student population. The program enrollment remains predominantly female, which is opposite of the institutions but representative of the industry. The age of students mirrors the college.</p> <p>This is institution-wide data:</p> <table border="1" data-bbox="516 1413 1388 1696"> <thead> <tr> <th>Ethnicity</th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> <th>2022</th> <th>2023</th> <th>2024</th> <th>Duplicated Student Count</th> <th>Unduplicated Student Count</th> </tr> </thead> <tbody> <tr> <td>American Indian</td> <td>1</td> <td>16</td> <td>3</td> <td>33</td> <td>28</td> <td>29</td> <td>18</td> <td>128</td> <td>30</td> </tr> <tr> <td>Asian</td> <td>1</td> <td>1</td> <td>8</td> <td>3</td> <td>4</td> <td></td> <td></td> <td>17</td> <td>11</td> </tr> <tr> <td>Black or African American</td> <td>157</td> <td>147</td> <td>171</td> <td>151</td> <td>126</td> <td>129</td> <td>70</td> <td>951</td> <td>344</td> </tr> <tr> <td>Hawaiian/Pacific Islander</td> <td></td> <td></td> <td></td> <td></td> <td>2</td> <td></td> <td></td> <td>2</td> <td>1</td> </tr> <tr> <td>Hispanic</td> <td>57</td> <td>52</td> <td>53</td> <td>78</td> <td>41</td> <td>38</td> <td>19</td> <td>338</td> <td>85</td> </tr> <tr> <td>Two or More Races</td> <td>4</td> <td>3</td> <td>2</td> <td>6</td> <td>2</td> <td>2</td> <td></td> <td>19</td> <td>11</td> </tr> <tr> <td>Unknown</td> <td>13</td> <td>17</td> <td>13</td> <td>19</td> <td>21</td> <td>31</td> <td>4</td> <td>118</td> <td>50</td> </tr> <tr> <td>White</td> <td>848</td> <td>779</td> <td>725</td> <td>740</td> <td>749</td> <td>697</td> <td>220</td> <td>4,758</td> <td>1,474</td> </tr> <tr> <td>Count:</td> <td>1,081</td> <td>1,015</td> <td>975</td> <td>1,030</td> <td>973</td> <td>926</td> <td>331</td> <td>6,331</td> <td>2,006</td> </tr> <tr> <td>Unduplicated Count:</td> <td>491</td> <td>408</td> <td>437</td> <td>403</td> <td>391</td> <td>354</td> <td>130</td> <td></td> <td></td> </tr> </tbody> </table>	Ethnicity	2018	2019	2020	2021	2022	2023	2024	Duplicated Student Count	Unduplicated Student Count	American Indian	1	16	3	33	28	29	18	128	30	Asian	1	1	8	3	4			17	11	Black or African American	157	147	171	151	126	129	70	951	344	Hawaiian/Pacific Islander					2			2	1	Hispanic	57	52	53	78	41	38	19	338	85	Two or More Races	4	3	2	6	2	2		19	11	Unknown	13	17	13	19	21	31	4	118	50	White	848	779	725	740	749	697	220	4,758	1,474	Count:	1,081	1,015	975	1,030	973	926	331	6,331	2,006	Unduplicated Count:	491	408	437	403	391	354	130		
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Gender	2018	2019	2020	2021	2022	2023	2024	Duplicated Student Count	Unduplicated Student Count
F	504	450	462	470	425	462	147	2,920	1,028
M	577	565	513	560	548	464	184	3,411	978
Count:	1,081	1,015	975	1,030	973	926	331	6,331	2,006

Age Range	2018	2019	2020	2021	2022	2023	2024	Duplicated Student Count	Unduplicated Student Count
<18	84	77	93	70	79	90		493	383
18-20	564	513	425	501	490	475	256	3,224	989
21-25	155	146	147	162	123	166	42	941	288
26-30	90	55	67	52	78	75	18	435	137
31-40	94	81	87	123	118	71	11	585	180
41-50	31	45	72	61	59	26	3	297	102
51-61	47	65	49	43	20	14	1	239	74
62-65	8	8	15	9			1	41	24
66-67	4	9	6	2	2			23	17
68+	4	16	14	7	4	8		53	22
Count:	1,081	1,015	975	1,030	973	926	331	6,331	2,006

Are the students served in this program representative of the district population? Please explain.

The program enrollment remains predominantly white female, which is representative of the district population.

All Topics	Massac County, Illinois	Palaski County, Illinois	Johnson County, Illinois	Alexander County, Illinois	Union County, Illinois
Median household income (in 2021 dollars), 2017-2021	\$57,658	\$40,197	\$55,502	\$39,871	\$53,363
<b>Race and Hispanic Origin</b>					
White alone, percent		△ 89.9%	△ 65.7%	△ 89.6%	△ 65.2%
Black or African American alone, percent (a)		△ 6.5%	△ 29.5%	△ 8.5%	△ 30.8%
American Indian and Alaska Native alone, percent (a)		△ 0.6%	△ 0.8%	△ 0.4%	△ 0.5%
Asian alone, percent (a)		△ 0.5%	△ 0.5%	△ 0.3%	△ 0.3%
Native Hawaiian and Other Pacific Islander alone, percent (a)		△ Z	△ 0.1%	△ Z	△ 0.2%
Two or More Races, percent		△ 2.5%	△ 3.3%	△ 1.2%	△ 3.0%
Hispanic or Latino, percent (b)		△ 3.4%	△ 2.8%	△ 3.3%	△ 2.2%
White alone, not Hispanic or Latino, percent		△ 87.2%	△ 64.0%	△ 86.9%	△ 63.7%

### Review Results

**Action**

- Continued with Minor Improvements
- Significantly Modified
- Placed on Inactive Status
- Discontinued/Eliminated
- Other (please specify)

**Summary Rationale**  
Please provide a brief rationale for the chosen action.

Continued with Minor Improvements was chosen because the success of the program is reflected in the pass rate of the Illinois State Board Cosmetology Licensing Examination and employment rate of students. Employer satisfaction also indicates that the program is appropriate for continuation as it is.

**Intended Action Steps**  
What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.

Because the Cosmetology meets the requirements for both IDFPR and ICCB, no action steps need to be taken other than to continue the program with the current level of quality that is in place.

**Program Objectives**  
If program objectives are not being met, what action steps will be taken to achieve program objectives?

All program objectives are being actively met and demonstrated.

<p><b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>The college is currently expanding the policies and procedures of the marketing and recruitment efforts to reach all individuals of all races, ethnicities and socio-economic levels through revised and developed diversity, equity and inclusion committees and councils.</p>
<p><b>Resources Needed</b></p>	<p>N/A</p>
<p><b>Responsibility</b> Who is responsible for completing or implementing the modifications?</p>	<p>College recruiters Program faculty College public relations</p>

<b>Career &amp; Technical Education</b>				
College Name:		Shawnee Community College		
Academic Years Reviewed:		2018-2022		
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List all certificate programs that are stackable within the parent degree
<b>Surgical Technology</b>	<b>AAS</b>	<b>61.50</b>	<b>510909</b>	<b>N/A</b>
<p>Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.</p>				
<p><b>Program Objectives</b>            What are the overarching objectives of the program? (<i>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i>)</p>		<p>The Surgical Technology Program is designed to provide students with the knowledge, skills, and attitudes necessary to practice as certified surgical technologists. Students successfully completing the program will be able to utilize appropriate medical terminology; apply a basic understanding of human anatomy and physiology; demonstrate a basic understanding of the concepts of pharmacology; demonstrate theoretical and practical proficiency in surgical aseptic technique, surgical procedures and patient care; and identify and assume responsibility for patient care in their roles as surgical technologists. Program graduates will be eligible for employment in hospitals, surgical centers, clinics and physicians' offices.</p> <p>The Surgical Technology Program is accredited by The Commission on Accreditation of Allied Health Education Programs (CAAHEP) by recommendation of the Accreditation Review Committee on Education in Surgical Technology. Graduates of an accredited surgical technology program are eligible to sit for the National Certifying Exam for Surgical Technologists. The exam is administered by the National Board of Surgical</p>		

	<p>Technology and Surgical Assisting (NBSTSA) which is accredited by the National Commission for Certifying Agencies (NCCA). Successful completion of this exam confers the title of Certified Surgical Technologist (CST).</p>
<p>To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i></p>	<p>Program objectives are being accomplished by the continued feedback given in the student and employer surveys. Students and employers have reported being satisfied with the competencies upon graduation. Additionally, students have been able to find employment placement before graduating the program or within a month after graduation for those students' pursuing employment. However, the program's National Board Examination passage rate has peaked at 80% in 2018 and has dropped to a low of 42%. Currently we are at 60% with the last graduating class in 2021, just below threshold. (Illinois does not currently require CST certification for employment, therefore students know they do not have to pass for employment) The National Board Exam threshold standard for accreditation is 70% to be in compliance.</p>
<p><b>Past Program Review Action</b> What action was reported last time the program was reviewed? Were these actions completed?</p>	<p>Previous action was "action continued with minor improvements". The minor improvements were staying current with the new editions of all textbooks and study guides. Currently, the program has transitioned from a certificate program to an associates of applied science degree program. The first cohort started August 2021. The curriculum was revised to include more hands-on lab time and more clinical experience for students. All Surgical Procedures courses now incorporate lab time as well.</p>
<p><b>Review Team</b> 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>Below is a list of departments and partners who were engaged in or participated in the review of the Surgical Technology Program.</p> <p>Jennifer Jordan, BS, CST – Surgical Technology Program Director Role – Writing Review Narrative</p> <p>Kayla Sauerbrunn, MSN, RN - Allied Health Department Chair Role – Writing Review Narrative</p>

<p><b>Stakeholder Engagement</b> 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>Below is a list of stakeholders and participants who were engaged in or participated in the review of the Surgical Technology Program.</p> <p>Pam Gibbs is the current interim executive director and chief financial officer at SICCM.</p> <p>The Program Advisory Committee provides valuable feedback that guides the program towards continuous improvement.</p>
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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.

<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>In previous years there was a prerequisite of Intro to Human Anatomy (BIO 210). Since the programs transition to an AAS in 2021, there are no longer prerequisite courses.</p>
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<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>The program is 61 credit hours (minimum). The current minimum credit hours are based on the need to meet the core requirements and standards that are dictated by the Accreditation Review Council in Surgical Technology and Surgical Assisting (ARCSTSA).</p>
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<b>Indicator 1: Need</b>	<b>Response</b>
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<p>1.1 What is the labor market demand for the program? Cite local and regional labor market information.</p>	<p>According to the <a href="#">U.S. Bureau of Statistics</a>, overall employment of surgical technologists is projected to grow 6 percent from 2021 to 2031, about as fast as the average for all occupations. About 9,600 openings for surgical technologists are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.</p>
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	<p><a href="#">O*NET</a> data projects a growth rate of 7 percent from 2020-2030 with a projected annual 320 job openings. While the State of <a href="#">Illinois Department of Employment Security</a> (IDES) projects 224 annual openings for Surgical Technologists between 2016 and 2026.</p>
<p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p>	<p>The outlook has changed over the last five years from being consistent and stable, to being a large shortage and need for surgical technologists in both local and national levels. Many openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire. Demand has continued to increase in the program area due to the U.S. aging population which requires more medical services. The outlook is set to continue at this rate for the next ten years with projected growth in the profession of 6 percent nationally and 7 percent in Illinois.</p>
<p>1.3 What labor market information sources are utilized and how often are LMI data reviewed?</p>	<p>When reviewing labor market information, the college looks at southeast Missouri and western Kentucky, because our students either live in those areas or go there for employment.</p> <p>Upon request and annually for our advisory meetings, Dr. April Teske, Executive Director of Institutional Effectiveness, provides a <a href="#">labor market analysis</a>.</p>
<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>	<p>The program benefits from the general college recruitment activities and specific high school outreach activities. The College hosts two main on-campus recruiting events for district high schools. The Shawnee Experience in the fall and CTE Day in the spring, where students get hands-on experiences of SCC programs and courses.</p> <p>In addition to recruitment activities, the Marketing and Public Relations department is intentional in its efforts to promote programs via the College’s social media accounts, radio, and TV advertisements. Students are recruited within the counties making up the Shawnee Community College district – Alexander, Johnson, Massac, Pulaski, and Union.</p>

<p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>Proposed needs/changes are brought to the Curriculum and Instruction Team for review. This team meets monthly throughout the academic year.</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>No need for action or modification will be taken based on the answers provided in section 1.</p>
<p><b>Indicator 2:</b> <b>Cost Effectiveness</b> (see ICCB and system resources for cost-effectiveness: <a href="https://www.iccb.org/academic_affairs/program-review/">https://www.iccb.org/academic_affairs/program-review/</a>)</p>	<p style="text-align: center;"><b>Response</b></p>
<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> <li>● Costs to the institution associated with this program</li> <li>● How costs compare to other similar programs on campus</li> <li>● How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.).</li> <li>● Revenue Analysis</li> <li>● Student to faculty ratio</li> <li>● Course/section fill rates</li> <li>● Enrollment trends</li> <li>● Credit hours earned year to year</li> <li>● Scheduling efficiency</li> </ul>	<p><b>Costs to the institution:</b> Under the consortium arrangement, SICCM is responsible for the cost of staffing, facilities, equipment and other operational costs. Member institutions are assessed for student seat fees for each program.</p> <p><b>How the college is paying for this program and its costs:</b> The college makes annual contractual payments to SICCM. The following payments were made to SICCM since FY21 for THREE programs:</p> <ul style="list-style-type: none"> <li>● FY18: \$127,339.00</li> <li>● FY19: \$142,255.00</li> <li>● FY20: \$160,152.00</li> <li>● FY21: \$181,714</li> <li>● FY22: \$209,111</li> <li>● FY23: \$165,929</li> </ul> <p><b>How costs compare to other similar programs on campus:</b> While the program costs are reasonable and in line with other CTE programs offered, low student numbers ultimately impact the program's overall cost-effectiveness.</p> <p><b>Revenue Analysis:</b> With low overall enrollment in SICCM programs, an evaluation of revenue generated by this program and two other SICCM programs determines that this partnership is not currently generating enough revenue to cover its costs, which has led to a decision to withdraw from the SICCM consortium.</p>

	<p><b>Student to faculty ratio:</b> There is 1 instructor to an average of 8 students.</p> <p><b>Enrollment Trends:</b> Enrollment for 2018-2022 is a total unduplicated student count of 39 students. 15 unduplicated students were enrolled in the FY 22/ FY 23 AAS.</p> <p>For FY23, there are currently 3 “Year 1 students” enrolled and 6 “Year 2 Students” enrolled.</p> <p>Enrollment trends for the Surgical Tech AAS program have been monitored to determine if it is attracting enough students to make it financially viable over the long term. Given the low and declining enrollment, SCC determined the need to consider changes to the consortium partnership.</p> <p><b>Credit hours earned year to year:</b> The Current Surgical Technology AAS Degree is 61 credit hours, of which 37 credit hours are Surgical Technology courses and 24 credit hours are general education courses.</p> <p><b>Scheduling efficiency:</b> Scheduling of surgical technology courses is done through SICCM to align with schedules of both JALC and SCC students. General education courses are conveniently scheduled where students can attend courses at SICCM and also SCC for in-person courses or online courses.</p> <p>At this time, given the decreased enrollment in this program, SCC and JALC have made a decision to withdraw from the SICCM consortium. This will be effective 6/30/2024. At that time the Surgical Technology program will transition to John A. Logan College, and SCC students will continue to participate through the career agreement.</p>
<p>2.2 What are the findings of the cost-effectiveness analysis?</p>	<p>The cost-effectiveness analysis has aided in the decision to withdraw from the SICCM consortium as of 6/30/2024. The three SICCM programs will be divided upon the two remaining colleges (JALC and SCC).</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? Please explain.</p>	<p>Up until this year Perkins funding was utilized to assist in purchasing program equipment and instructional supplies. A Program of Study applications has been submitted and is awaiting approval.</p>

<p>2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)</p> <p>How does the institution/program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)</p>	<p>The Financial Aid advisors at SCC guides students through the financial aid process and provide assistance with understanding grant, scholarship, and federal work-study opportunities.</p> <p>Students have access to Student Support Services (SSS). SSS is funded through the U.S. Department of Education TRiO programs and offers supplemental graft aid.</p> <p>Students have access to apply for assistance through the Workforce Innovation and Opportunity Act (WIOA).</p>
<p>2.5 How will the college increase the cost- effectiveness of this program?</p>	<p>SCC will withdraw from the SICCM consortium partnership by June 30, 2024. Enrollment into the SICCM programs, including Surgical Tech, has been held for the AY23/24. The second year students will continue in the program but no new enrollments will be accepted by either college for the upcoming academic year. Recruitment will begin again in the Spring 2024 for AY24/25. At which time, program enrollment into Surgical Tech will be completed through the Career Agreement.</p>
<p>2.6 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>An overall review of consortium costs have led to the decision to dissolve the consortium partnership.</p>
<p><b>Indicator 3: Quality</b></p>	<p><b>Response</b></p>
<p>3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)?</p> <p>How do the success rates of each delivery system compare?</p>	<p>Course content is delivered through traditional form that is reinforced with student mastery demonstrated through completion of reading assignments, class participation, performance of hands-on activities, and satisfactory completion of daily quizzes, exams and comprehensive final. Clinical competency is also assessed through a series of three clinical rotations of 112.5 to 225 hours each.</p> <p>Course modality vs. success rate is a performance indicator measured in the college’s Strategic Plan. Data is readily available to faculty and administrators in the form of a data dashboard developed by the Office of Institutional Effectiveness.</p>

	<p>Only one teaching modality is used (traditional).</p> <p>In review of course-level success through the data dashboard, data suggests that there is no variance in course success among race or gender. It was noted that individuals in the age range of 51-61 had lower success rates, however, there were only 3 total students in that age range of all students enrolled in the past 5 years. From 2018-2022, course success rate averaged 96% or greater. It is important to note that the surgical technology program transitioned from a 1 year certificate to a 2-year associate of applied science degree in FY22.</p>
<p>3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?</p>	<p>The current CST examination content outline is obtained from the National Board of Surgical Technology and Surgical Assisting (NBSTSA) website and reviewed. Changes to improve curriculum are discussed at the Advisory Committee meetings and necessary steps are then followed to make improvements.</p>
<p>3.3 Is this program part of a <a href="#">Program of Study</a> as defined by Perkins V and approved by the ICCB?</p> <p>If yes, describe any strengths or challenge to program of study implementation.</p>	<p>The Program of Study has been submitted, and SCC is currently awaiting approval. Documents for the Program of Study approval were completed and submitted in FY22.</p>
<p>3.4 Does this program meet the definition of a <a href="#">career pathway program</a>? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the</p>	<p>The Surgical Technology program fits into Health Science: Therapeutic Services Career Cluster Career Pathway.</p> <p>The program has transitioned from a certificate program into an Associate of Applied Science degree program. Students completing the program have opportunities in continuing education in the operating room to become a Surgical First Assistant and/or in Nursing.</p> <p>Ongoing relationships are maintained with area hospitals and surgical centers through the advisory</p>

<p>college will improve the program based on the career pathway elements.</p>	<p>board committee meetings, clinical site visits, and employer surveys -- all providing valuable program feedback. Lab and clinical are incorporated throughout the curriculum.</p>
<p>3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p>	<p>The program has transitioned from a certificate program into an Associate of Applied Science degree program. Students completing the program have opportunities in continuing education in the operating room to become a Surgical First Assistant and/or in Nursing.</p>
<p>3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?</p>	<p>Core Surgical Technology courses are not offered dual credit. However, general education courses required for the AAS in Surgical Technology could be attained through dual credit. There are currently three courses within the Surgical Technology program curriculum that are taught as dual credit courses. These courses include HIT 100 - Medical Terminology, SCP - 111 Speech, and ENG 111 - English Composition I.</p> <p>Shawnee Community College partners with district high schools to offer these dual credit courses when possible.</p>
<p>3.7 Identify what work-based learning opportunities are available and integrated into the curriculum.</p> <p>How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>The program has a great working relationship with area hospitals that provide the clinical experience to our surgical technology students in the operating room environment. Students have three courses of clinical experience to enhance the learning and gain adequate hand-on training in real-time surgical cases.</p> <p>Secondary students also have the opportunity to take general education courses through SCC by enrolling in evening or online courses as well as taking dual credit courses. Many students can take other health science courses such as Medical Terminology for dual-credit. It is possible for secondary students to take enough</p>

	<p>courses from the time they are age 16 to graduate their secondary school with an Associate’s Degree.</p> <p><a href="#">IDFPR Surgical Technologist Web page</a></p> <p><a href="#">Illinois Surgical Technologist Act</a></p>
<p>3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).</p>	<p>The program is required to be accredited. The accreditation agency is the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARCSTSA) with collaboration from Commission on Accreditation of Allied Health Education Programs (CAAHEP).</p> <p>Commission on Accreditation of Allied Health Education Programs (CAAHEP)  9355 113th Street North #7709  Seminole, FL 33775  Telephone: (727) 210-2350  Website: <a href="http://www.caahep.org">www.caahep.org</a></p> <p>Accreditation Review Council for Surgical Technology and Surgical Assisting (ARCSTSA)  19751 East Mainstreet, Suite 339  Parker, CO 80138  Telephone: (303) 694-9262  Website: <a href="http://www.arcstsa.org">www.arcstsa.org</a></p>
<p>3.9 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>Students must sit for the CST (Certified Surgical Technologist) through the NBSTSA upon graduation as part of the completion of the program.</p>
<p>3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.</p>	<p>Apprenticeship opportunities are available through this program.</p>
<p>3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.</p>	<p>CST (Certified Surgical Technologist) credential is embedded in the program.</p> <p>Pass rates are as follows:</p> <ul style="list-style-type: none"> <li>● 2018 = 6/7 (86%)</li> <li>● 2019 = 2/5 (40%)</li> <li>● 2020 = 1/2 (50%)</li> <li>● 2021 = 2/2 (100%)</li> <li>● 2022 = no students were tested with transition to AAS from a certificate program</li> </ul>

<p>3.12 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>No articulation or cooperative agreements are in place.</p>
<p>3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?</p>	<p>No partnerships have been formed since last review.</p>
<p>3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?</p>	<p>Advisory Committee meetings have given us the opportunity to work with employers and other institutions of higher education to improve the quality of our program.</p>
<p>3.15 <i>What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program?</i>  <i>What additional professional development is needed?</i></p>	<p>The program director attends AST Educators Conference every 2 years at minimum and AST Illinois State Assembly Meetings 2 times per year. She attended the EdAccred Workshop 2022 and the AST National Conference yearly.</p>
<p>3.16 <i>What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?</i></p>	<p>The College has a Diversity, Equity, Inclusion Council that meets once per month. The council frequently sends faculty and staff informational flyers and opportunities for professional development in the area of Diversity, Equity, and Inclusion.</p>
<p>3.17 <i>What is the status of the current technology and equipment used for this program?</i></p>	<p>The program offers a mock operating room and makes it the most realistic that it can be with the resources we have. We have one operating room table, several back tables, mayo stands, kick buckets and many instruments from different specialties to give the best mock experience possible.</p>
<p>3.18 What assessment methods are used to ensure student success?</p>	<p>Formative and summative examinations, course work, and hands-on skills labs that emulate real-life operating room scenarios are used to assess students. Additionally, clinical skills are assessed by preceptors during clinical rotations.</p> <p>In the past, there have not been procedures in place for collection and dissemination of SCC institutional core competency assessment data. Due to the</p>

	<p>dissolution of partnership of SICCM and a teach-out plan in place for the Surgical Technology program, discussion is in place to determine the need for collecting this data for one academic year.</p> <p>For program outcomes, each year, eligible candidates enrolled in the Surgical Technology Program sit for their National Certification Exam administered by the National Board of Surgical Technology and Surgical Assisting (NBSTSA). Those candidates who pass their exam become Certified Surgical Technologists (CST). In accordance with the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA) and the Commission on Accreditation of Allied Health Education Programs (CAAHEP).</p> <p><a href="#">CST -National Board Examination Certified Surgical Technologist (CST)Exam Pass Rate (Includes JALC students)</a></p> <table border="1"> <thead> <tr> <th>Year</th> <th># Students Tested</th> <th># Students Passed</th> <th>Pass Rate</th> <th>SCC Pass Rate</th> </tr> </thead> <tbody> <tr> <td>8/1/2017 – 7/31/2018 (2018)</td> <td>10</td> <td>8</td> <td>80%</td> <td>86%</td> </tr> <tr> <td>8/1/2018 – 7/31/2019 (2019)</td> <td>12</td> <td>5</td> <td>42%</td> <td>40%</td> </tr> <tr> <td>8/1/2019 – 7/31/2020 (2020)</td> <td>7</td> <td>4</td> <td>57%</td> <td>50%</td> </tr> <tr> <td>8/1/2020 – 7/31/2021 (2021)</td> <td>5</td> <td>3</td> <td>60%</td> <td>100%</td> </tr> </tbody> </table>	Year	# Students Tested	# Students Passed	Pass Rate	SCC Pass Rate	8/1/2017 – 7/31/2018 (2018)	10	8	80%	86%	8/1/2018 – 7/31/2019 (2019)	12	5	42%	40%	8/1/2019 – 7/31/2020 (2020)	7	4	57%	50%	8/1/2020 – 7/31/2021 (2021)	5	3	60%	100%
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<p>3.19 How are these results utilized and shared with others at the institution for continuous improvement?</p>	<p>The SICCM Surgical Technology program has not historically assessed SCC core competencies in each of the program courses, thus there have not been procedures in place for collection and dissemination of SCC institutional core competency assessment data. Due to the dissolution of partnership of SICCM and a teach-out plan in place for the Surgical Technology program, discussion is in place to determine the need for collecting this data for one academic year.</p> <p>For program outcomes, the aforementioned accrediting body requires program pass rates and job placements rates results to be published for public knowledge. These help to guide program changes for</p>																									

	<p>continuous improvement. These are found on the consortium website:  <a href="https://www.siccm.com/st/program-effectiveness/">https://www.siccm.com/st/program-effectiveness/</a></p>
<p>3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)</p>	<p>The program has transitioned from a certificate program into an Associate of Applied Science degree program. Students completing the program have opportunities in continuing education in the operating room to become a Surgical First Assistant and/or in Nursing.</p>
<p>3.21 How satisfied are students with their preparation for employment?</p> <p>How is this student satisfaction information collected?</p>	<p>According to graduate surveys nearly 100% of students are satisfied with the education they received and felt the program prepared them for their job.</p> <p>According to the employer surveys given after employment has been established, almost 100% of employers are satisfied with the education and performance of the graduates from the program.</p>
<p>3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?</p>	<p>The program advisory committee meets at least once per year and the program director interacts with members informally. The advice is used to make improvements to the program. Engagement could be improved with having more member attendance and more participation during meetings.</p>
<p>3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)</p>	<p>Employers are not engaged in any other way than through an advisory committee.</p>
<p>3.24 How satisfied are employers in the preparation of the program's graduates?</p> <p>How is employer satisfaction information collected?</p>	<p>According to the employer surveys that are given at the end of the program when graduates find jobs, we have had a 100% satisfaction rate over the past five years. It is reported that students are properly prepared for the workforce at the entry-level that is expected.</p>
<p>3.25 What are the program's strengths?</p>	<p>Program strengths are:</p> <ul style="list-style-type: none"> <li>• Students are properly prepared with the basic skills to expand in clinical setting of the program</li> </ul>

	<ul style="list-style-type: none"> <li>● Students can adapt quickly to different facilities and their environments</li> <li>● Graduates have the needed entry-level skills for the workforce</li> </ul>
3.26 What are the identified or potential weaknesses of the program?	<p>Program weaknesses are:</p> <ul style="list-style-type: none"> <li>● Students have limited draping skills</li> <li>● Lower than national average of CST pass rate</li> <li>● Lower attrition rates of students</li> </ul>
3.27 Did the review of program quality result in any actions or modifications? Please explain.	<p>Program is now an associate’s degree rather than a certificate program due to standard changes. With the changes it allows the courses to be taught at a slower pace and not so fast. This should allow students to comprehend the material and perform better within the program. We have also incorporated study time for the National Board Examination to assist students with passage of the CST at the end of the program.</p>

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

Retention rates have been lower in the last five years, and have been as high as 56% and low as 40%. This is a struggle for multiple reasons. Students in the past years have had a hard time with the fast track of the certificate program. Many students do not realize what the job entails to be a surgical technologist, while some students are just in the program because they didn’t make it into the nursing program and do not seem to be committed.

### Performance and Equity

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

CTE Program	Surgical Technology Program (AAS)				
CIP Code	510909				
	2018	2019	2020	2021	2022
Number of Students Enrolled	9	7	4	3	12

Number of Completers	7	5	2	2	0
Other (Please identify)	N/A	N/A	N/A	N/A	AAS degree student graduate 2023
<p>What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status.</p> <p>It may also be appropriate to analyze intersectionality among student demographics (e.g. gender &amp; race, special population status &amp; race, etc.)</p>	<p>Program enrollment and completion rates were reviewed by data that was disaggregated by full-time/part-time status, feeder high school, and semester. Enrollment was subdivided by gender, age, ethnicity, and county in order to know how to target recruiting efforts. That data was then cross referenced with the same demographic information for the entire college.</p>				
<p>How does the data support the program goals? Elaborate.</p>	<p>The data indicates minimal completion in the program. The primary reason is (1) students were not prepared for the rigor of the fast pace program (2) students did not fully understand what the job of a surgical technologist entails. Students who do not complete have not met the program goals.</p>				
<p>Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.</p>	<p>There were equity gaps in the data corresponding to gender. The range of males in the program during the Fall through Summer semesters ranged from a low of 0% in FY 2018 to a high of 30% in FY 2019. The majority of enrollment is mostly female with the lowest enrollment being 70% in FY 2019 and other years being 100% female participation.</p> <p>There were equity gaps in data corresponding to race. In FY 2018 and FY 2019, the percentage of minority students in the program averaged 4%. The average of minority students in the other years has been lower at 0% of minority students.</p> <p>Enrollment has declined within the last five years, the highest enrollment at the start of the program was 100% program</p>				

	capacity of 25 students in 2018, while the lowest enrollment at the start of the program was 36% program capacity of 9 students in 2021.
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	All initiatives must be tied to the college's Strategic Plan, which relies on data metrics and bridging any identifiable gaps.  The largest data gap comes in terms of not tracking demographic data such as financial need and transfer rates for program enrollment. The college is currently working to create a process for collecting this data, which should make data collection in the future easier and more readily available.
Are the students served in this program representative of the total student population? Please explain.	According to the disaggregated data, the students served in this program are prominently more female than the college as a whole when measured over the current 5-year program review.
Are the students served in this program representative of the district population? Please explain.	Students served in this program are representative of the district population. Students are from a wide geographical range within the college's district.
<b>Review Results</b>	
<b>Action</b>	<ul style="list-style-type: none"> <li>Other (please specify)</li> </ul>
<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	SCC will withdraw from the SICCM consortium partnership by June 30, 2024 to ensure current students are not affected by this change. SCC is currently collaborating with JALC through a Career Agreement beginning in Fall 2024 to allow students interested in Surgical Technology to take SCC general courses and enroll in their ST program.

<p><b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<p>SCC will ensure that current students are not affected by the withdrawal from the SICCM consortium through 6/30/2024. Plans for a career agreement with JALC will be discussed to go into effect Fall 2024.</p>
<p><b>Program Objectives</b> If program objectives are not being met, what action steps will be taken to achieve program objectives?</p>	<p>Program objectives are being met. No action needed.</p>
<p><b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>The program has been making efforts to overcome the retention equity gap. The program director is attending high school events at the community colleges to recruit students enrolled in healthcare career courses.</p> <p>The program has recently transitioned to an AAS program, to help alleviate the fast pace delivery of the program. This change should help students to have more time to digest the material, as well as allow more study time with the material. It is the Program Directors hope that this will be of benefit for all students and improve retention/completion rates and improve CST pass rates.</p> <p>All initiatives must be tied to the college’s Strategic Plan, which relies on data metrics and bridging any identifiable gaps.</p> <p>The college is currently working to create processes for collecting this data, which should make data collection in the future easier and more readily available.</p>
<p><b>Resources Needed</b></p>	<p>N/A</p>
<p><b>Responsibility</b> Who is responsible for completing or implementing the modifications?</p>	<p>Darci Cather Ed. D. - Vice President of Academic Affairs</p> <p>Amanda Hannan, MSN, RN - Dean of Allied Health and Nursing</p> <p>Jennifer Jordan, B.S., CST - Director, Surgical Technology Program (SICCM)</p>

### Career & Technical Education

College Name: Shawnee Community College

Academic Years Reviewed: 2018-2022

### 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
<b>Business Management (BUS 2210)</b>	<b>AAS</b>	<b>63</b>	<b>520201</b>	<b>N/A</b>

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.

#### Program Objectives

What are the overarching objectives of the program? (*i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?*)

The two-year Business Management program is designed to provide students with basic knowledge and technical skills necessary for management in all sectors of work environment including health care, manufacturing, retailing, government, and business services. This program will help provide the skills and knowledge necessary to successfully achieve organizational goals. Learning to work with people in areas of financing, staffing, planning, and information management, with respect to diversity, is emphasized.

The program objectives are:

1. The student will plan, organize, actuate, and control management application of principles and techniques.
2. The student will demonstrate the four managerial functions of planning, organizing, leading, and controlling.
3. The student will demonstrate applicable knowledge of employment, environmental, securities, consumer protection, and labor laws.
4. The student will apply global human resource management concepts including, but not limited to, diversity in the workplace.

To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include*

Achievement of the program objectives are measured with both written and practical application evaluations. Objectives are also measured by program completion placement data. Most recent data showed that 4 of the 5 program completers gained employment in a program related occupation.

<p><i>employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i></p>	
<p><b>Past Program Review Action</b> What action was reported last time the program was reviewed? Were these actions completed?</p>	<p>1) Action included improvements in course sequence and removal/addition of industry related courses to increase the level of preparedness for immediate entry into the workplace or transfer to a four year university upon completion of the program. Implementation of the changes occurred in Fall 2019 semester.</p> <p>2) Action included holding stakeholder advisory meetings on an annual basis in order to increase engagement in the review process. Following COVID, an advisory was held in the Fall of 21, Spring of 22 and one will follow in the Fall of 23.</p>
<p><b>Review Team</b> 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>The faculty and department chair contributed to writing the narrative of the review and provided the outcomes data for the program. Additional contributors helped review the report and provide data analysis for the report. Below is a list of faculty and staff who were participants in the review of the Cosmetology program.</p> <p>Ruth Smith, CTE Department Chair (now retired) Dr. Kristin Shelby, Dean of Transfer Education Kristy Stephenson, J.D., Dean of Career and Technical Education Dr. Darci Cather, Vice President of Academic Affairs</p>
<p><b>Stakeholder Engagement</b> 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>Below is a list of area employers who were engaged in or participated in the review of the program by attending the bi-annual Advisory Council meetings:</p> <p>Dr. Odom Dr. Pete Mykytyn Emily Boyd Jasmine Winters Rachel Richey Kelsey Johnson</p> <p>The following students have participated in the review of the program by attending the one or more of the bi-annual Advisory Council meetings:</p> <p>Aaron Melcher Jaiden Sanders</p> <p>Shawnee Community College participants included Dr. Kristin Shelby Ruth Smith, Department Chair (retired as of May 23) Dr. April Teske Phyllis Sander, Instructor BrettWhitnel, SBDC (retired 6/23) Emily Forthman, HR Director</p>

	<p>Sherri Malone, adjunct faculty          Leslie Weldon, advisor          MIndy Reach, advisor          Gregory Mason, Dean of CTE</p>
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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.

<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>Students must meet college-level English competencies. Students can meet these criteria with the use of college’s Multiple Measures criteria or by achieving appropriate test scores on a placement test.</p>
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<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>Due to declining enrollment in some courses, multiple certificates/degree programs were merged under the last review period to create more industry - relevant and marketable programs. Also, the Business Management program is scheduled to be reviewed and redesigned beginning in the Spring of 24. This review will coincide with hiring a new full time instructor and curriculum design coordinator.</p>
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<b>Indicator 1: Need</b>	<b>Response</b>
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<p>1.1 What is the labor market demand for the program? Cite local and regional labor market information.</p>	<p>According to a Labor Market Analysis Report prepared by the SCC Office of Institutional Effectiveness, using data for 2018-28 obtained from the Illinois Department of Labor for the Illinois Workforce Innovation Areas (LWIS) 25 and 26, demand is high for occupations served by the Program. Meeting the two prong test of high wage/high demand, positions in management, business and financial operations, accounting, and HR specialists are the highest need that align by SOC code to the current SCC program.</p>
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<p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p>	<p>The Labor Market Analysis Report as cited above provides a labor market review from 2018-2028. The demand is high for the above mentioned occupations and remains through the study of 2028.</p>
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<p>1.3 What labor market information sources are utilized and how often are LMI data reviewed?</p>	<p>The SCC Office of Institutional Effectiveness uses data provided by the Illinois Department of Labor for the Illinois Local Workforce Innovation Areas (LWIA) 25 and 26, Missouri Economic research and Information Center for southeast Missouri, and Kentucky Center for Statistics for western Kentucky. Missouri and Kentucky labor statistics are vital for a thorough and concise labor market analysis due to SCC’s geographical proximity to large employer regions in Paducah, KY and Cape Girardeau, MO.</p>
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<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>	<p>SCC has increased dual credit opportunities at District high schools in the service region through the Early College /Dual Credit Program. This will provide accelerated student completion of a certificate or degree and avoids unnecessary duplication in coursework. SCC also hosts annual promotion events including CTE Day and Shawnee Success Day to promote and educate District high school students about the degree and certificate programs offered at SCC.</p>
<p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>Proposed needs/changes are brought to the Curriculum and Instruction Team for review by faculty, academic affairs staff, and administration. This team meets monthly throughout the academic year.</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>Courses were resequenced on advice of the Advisory Board in 2019. A total program review with new design is scheduled to take place in the Fall of 23 continuing into SP 24.</p>
<p><b>Indicator 2:</b> <b>Cost Effectiveness</b> (see ICCB and system resources for cost-effectiveness: <a href="https://www.iccb.org/academic_affairs/program-review/">https://www.iccb.org/academic_affairs/program-review/</a>)</p>	<p><b>Response</b></p>
<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> <li>● Costs to the institution associated with this program</li> <li>● How costs compare to other similar programs on campus</li> <li>● How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.).</li> <li>● Revenue Analysis</li> <li>● Student to faculty ratio</li> <li>● Course/section fill rates</li> <li>● Enrollment trends</li> <li>● Credit hours earned year to year</li> <li>● Scheduling efficiency</li> </ul>	<ul style="list-style-type: none"> <li>● Costs to the institution associated with this program: <ul style="list-style-type: none"> <li>-multiple part-time faculty</li> <li>-in-state travel for professional development and recruitment activities</li> <li>-recruitment supplies</li> </ul> </li> <li>● How costs compare to other similar programs on campus? <p>When the Business Administration program is compared to other ASS programs, it is similar.</p> </li> <li>● How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.)? <p>The college pays for this program with tuition and state-generated revenue.</p> </li> <li>● Revenue Analysis <p>There is a Revenue Analysis conducted by the college administration team on an annual basis when the budget for the next fiscal year is prepared.</p> </li> <li>● Student to faculty ratio <p>The common ration is 10:1.</p> </li> <li>● Course/section fill rates <p>The Business Administration courses tend to fill</p> </li> </ul>

	<p>sufficiently to remain on the schedule. The courses are in multiple programs.</p> <ul style="list-style-type: none"> <li>● Enrollment trends The enrollment trends for this 5-year review are</li> <li>● Credit hours earned year to year</li> <li>● Scheduling efficiency</li> </ul>
2.2 What are the findings of the cost-effectiveness analysis?	Students transfer to finish the degree . The Program is doing well in regards to cost recovery.
2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	N/A
2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)  How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	<p>PELL and scholarship funds can be applied to this cost. Costs are similar to like programs across the college.</p> <p>Upon redesign of the program. SCC will seek Program of Study approval for Perkins V funding.</p>
2.5 How will the college increase the cost- effectiveness of this program?	Cost effectiveness will be increased by getting Program of Study approval following redesign of the program in 23/24.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	No, but modifications are expected as a result of the redesign in 23/24.
<b>Indicator 3: Quality</b>	<b>Response</b>
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)?  How do the success rates of each delivery system compare?	Course content is delivered through face-to-face lecture, online course delivery, and hands-on internship experiences that is reinforced with student mastery demonstrated through completion of reading assignments, class participation, performance of hands-on activities, and satisfactory completion of daily quizzes, exams and comprehensive final. The theory courses are taught online (Section 95N), and the lab courses are taught face-to-face (Sections 01 and 02).

	<p>Course modality vs. success rate is a performance indicator measured in the college's Strategic Plan. Data is readily available to faculty and administrators in the form of a data dashboard developed by the Office of Institutional Effectiveness.</p> <p>Success rates are measured according to the following criteria:</p>
<p>3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?</p>	<p>This is ensured upon feedback to faculty , and administration through the advisory board process.</p>
<p>3.3 Is this program part of a <a href="#">Program of Study</a> as defined by Perkins V and approved by the ICCB?</p> <p>If yes, describe any strengths or challenge to program of study implementation.</p>	<p>NO</p>
<p>3.4 Does this program meet the definition of a <a href="#">career pathway program</a>? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.</p>	<p>This program does not currently meet the definition of a career pathway program; however, a goal of the college's Strategic Plan is for all CTE programs to be aligned to industry standards.</p>

3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	We hope to offer many innovations to the program as a result of the review and redesign scheduled for 2023/24.
3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	More than four district high schools offer courses that are part of the program with an average of 7-12 students in each course offering. Increasing participation with district high schools is a priority being addressed by the new Early College/Dual Credit initiative now being entered into with district high schools. Initiatives include increased course offerings at the SCC satellite campuses, including but not limited to the Massac County Center.
3.7 Identify what work-based learning opportunities are available and integrated into the curriculum.  How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	The program meets the need for student work-based learning opportunities with BUS 195 – Mid-Management Internship. Students are able to work for 150 hours in an approved business setting to obtain real-work experience that aligns classroom and workplace learning through the application of academic, technical, and employability skills in a workplace setting. Students can receive simultaneous support from the SCC Internship Coordinator and workplace mentors.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	N/A
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	N/A
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	N/A
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	N/A
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	At SIU Carbondale for the AA General, AAS and AAC Acct to BS (BNAD), BS (MGMT), (MKTG) and BS (ACCT)
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	N/A

What opportunities exist for other partnerships?	
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	This is a priority item for the review and redesign schedule for FY23/24.
3.15 <i>What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program?</i>  <i>What additional professional development is needed?</i>	Both the Dean of Transfer and Adult Education and the Dean of Career Technology Education attended the DACUM (Developing a Curriculum) in July at Ohio State University. As a result of their certification as a DACUM facilitator, we will use the occupational analysis process to increase the quality of the program. Both deans also plan to attend the second part of the training (task analysis) in the Spring of 24).
3.16 <i>What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?</i>	Presentation on diversity (Fall 2019) Presentation regarding providing a safe space (January 2022) Juneteenth Day presentation to faculty and staff (June 23) Women's History Month activities (2023) Black History Month activities January 2023
3.17 <i>What is the status of the current technology and equipment used for this program?</i>	The program makes use of five computer labs on Main campus and labs on the four other extension centers. At least one lab is upgraded per year with new hardware and software.
3.18 What assessment methods are used to ensure student success?	Student evaluation methods used as part of the assessment process include <ul style="list-style-type: none"> <li>● Paper/online tests</li> <li>● Observations</li> <li>● Demonstrations</li> <li>● Oral reviews</li> </ul>
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	The data is analyzed on the semester Core Competency Assessment Forms for consideration of any potential changes that may need to occur in the instructional processes.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	As a result of the assessment of student learning, we have planned a complete review and redesign of the program in Fall23/SP 24.
3.21 How satisfied are students with their preparation for employment?  How is this student satisfaction information collected?	Students are satisfied with their preparation for employment based upon feedback received through surveys and advisory board meetings.

3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	This engagement can be improved by expanding the number and quality of industry and employer representatives at the advisory committee meetings and increasing past student participation also.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers will be utilized as part of the curriculum design and review process.
3.24 How satisfied are employers in the preparation of the program's graduates?  How is employer satisfaction information collected?	Employers are satisfied in the preparation of the program's graduates but want to see more program participation to increase the pool of program graduates. The redesign of the program will focus on creating a seamless pathway through the certificate and degree process. The information is collected through the advisory committee.
3.25 What are the program's strengths?	The curriculum guide reflects current industry trends to reflect the needs of local employers. The upcoming review will strive to further strengthen this and also improve the pathway to success of the students receiving a certificate or transferring for a degree.
3.26 What are the identified or potential weaknesses of the program?	The program is lacking a full time faculty member due to retirement. The position is posted and a new faculty member will play an instrumental role in the upcoming review.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	It resulted in the affirmation of the need for curriculum redesign.

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

**Performance and Equity**

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

CTE Program	Business Management (BUS 2210)				
CIP Code	520201				
	2018	2019	2020	2021	2022
Number of Students Enrolled	9	23	32	43	47

Number of Completers	2	0	1	3	0
Other (Please identify)					
<p>What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status.</p> <p>It may also be appropriate to analyze intersectionality among student demographics (e.g. gender &amp; race, special population status &amp; race, etc.)</p>	None				
<p>How does the data support the program goals? Elaborate.</p>	It was found that students were transferring directly to the 4 year institution with an AA/AS degree rather than applying for the completion of the AAS degree. An articulation agreement is now in place with SIU Carbondale to in combination with the redesign, we hope to see an increase in the number of completers.				
<p>Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.</p>	Completer data can be improved by building in apprenticeship and internship opportunities. This will help capture more accurate data.				
<p>What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.</p>	The creation of the Office of Institutional Effectiveness will improve data analysis and identifying gaps.				
<p>Are the students served in this program representative of the total student population? Please explain.</p>	Yes, the students are representative of the various demographic characteristics represented in the student population.				
<p>Are the students served in this program representative of the district population? Please explain.</p>	Yes, the students are representative of the various demographic characteristics represented in the district population.				

<b>Review Results</b>	
<b>Action</b>	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	The program of study provides a solid foundation for students and the recent articulation agreement with SIU Carbondale provides a path for students wanting to attend a 4 year university. The feedback from employers provides data that the students completing the program are work ready and have the skills needed to enter the workforce.
<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Improve upon the foundation that is in place and review the curriculum and make design changes where needed. This review may include eliminating current prerequisite courses and sequencing. This design is scheduled to commence in the Fall of 23 and continue into the Spring of 24.
<b>Program Objectives</b> If program objectives are not being met, what action steps will be taken to achieve program objectives?	Program objectives are being met but will be improved by the addition of needed faculty and the planned review.
<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	Action steps will improve the quality of the program for all demographics served by the College.
<b>Resources Needed</b>	none
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	Kristy Stephenson, Dean of CTE Dr. Darci Cather, V.P for Academic Affairs Advice to be given by the advisory committee meeting in Fall 23.

### Career & Technical Education

College Name: Shawnee Community College

Academic Years Reviewed: 2018-2022

### 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
<b>Administrative Assistant (SEC 2207)</b>	<b>AAS</b>	<b>62</b>	<b>520402</b>	<b>N/A</b>

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.

<b>Program Objectives</b> What are the overarching objectives of the program? ( <i>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i> )	The program was made inactive on February 17, 2022.
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To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i>	The program was made inactive on February 17, 2022.
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<b>Past Program Review Action</b> What action was reported last time the program was reviewed? Were these actions completed?	Due to low enrollment, few completers, and multiple Independent Studies for students to complete the degree, the plan was to teach out the remaining students and discontinue promoting the program. It was made inactive on February 17, 2022.
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<b>Review Team</b> 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.	The department chair contributed to writing the narrative of the review. Additional contributors helped review the report. Below is a list of who were participants in the writing of the Information Processing Technology review:  Ruth Smith, CTE Department Chair Dr. Kristin Shelby, Dean of Transfer Education Dr. Kristy Stephenson, Dean of Career and Technical
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	Education Dr. Darci Cather, Vice President of Academic Affairs
<b>Stakeholder Engagement</b> 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.	No Advisory Meetings were held after the last meeting held in 2019, which resulted in the decision to allow teach outs and discontinue the program. Additional in-house departments and stakeholders at the final Advisory Council included college personnel from the Student Services and Workforce Development departments.
<b>CTE Program Review Analysis</b>	
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
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.	N/A
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	N/A
<b>Indicator 1: Need</b>	<b>Response</b>
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	N/A
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	N/A
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	N/A

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?)	N/A
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	N/A
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.	Yes. The program was made Inactive on February 17, 2022.
<b>Indicator 2:</b> <b>Cost Effectiveness</b> (see ICCB and system resources for cost-effectiveness: <a href="https://www.iccb.org/academic_affairs/program-review/">https://www.iccb.org/academic_affairs/program-review/</a> )	<b>Response</b>
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: <ul style="list-style-type: none"> <li>• Costs to the institution associated with this program</li> <li>• How costs compare to other similar programs on campus</li> <li>• How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.).</li> <li>• Revenue Analysis</li> <li>• Student to faculty ratio</li> <li>• Course/section fill rates</li> <li>• Enrollment trends</li> <li>• Credit hours earned year to year</li> <li>• Scheduling efficiency</li> </ul>	N/A
2.2 What are the findings of the cost-effectiveness analysis?	N/A

<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? Please explain.</p>	<p>N/A</p>
<p>2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)</p> <p>How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)</p>	<p>N/A</p>
<p>2.5 How will the college increase the cost- effectiveness of this program?</p>	<p>N/A</p>
<p>2.6 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>N/A</p>
<p><b>Indicator 3: Quality</b></p>	<p><b>Response</b></p>
<p>3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)?</p> <p>How do the success rates of each delivery system compare?</p>	<p>N/A</p>
<p>3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?</p>	<p>N/A</p>
<p>3.3 Is this program part of a <a href="#">Program of Study</a> as defined by Perkins V and approved by the ICCB?</p> <p>If yes, describe any strengths or challenge to program of study implementation.</p>	<p>N/A</p>

3.4 Does this program meet the definition of a <a href="#">career pathway program</a> ? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	N/A
3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	N/A
3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	N/A
3.7 Identify what work-based learning opportunities are available and integrated into the curriculum.  How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	N/A
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	N/A
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	N/A

3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	N/A
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	N/A
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	N/A
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	N/A
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	N/A
3.15 <i>What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program?</i>  <i>What additional professional development is needed?</i>	N/A
3.16 <i>What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?</i>	N/A
3.17 <i>What is the status of the current technology and equipment used for this program?</i>	N/A
3.18 What assessment methods are used to ensure student success?	N/A
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	N/A

3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	N/A
3.21 How satisfied are students with their preparation for employment?  How is this student satisfaction information collected?	N/A
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	N/A
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	N/A
3.24 How satisfied are employers in the preparation of the program's graduates?  How is employer satisfaction information collected?	N/A
3.25 What are the program's strengths?	N/A
3.26 What are the identified or potential weaknesses of the program?	N/A
3.27 Did the review of program quality result in any actions or modifications? Please explain.	N/A
List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.	
N/A	

### Performance and Equity

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

CTE Program	Administrative Assistant				
CIP Code	520402				
	2018	2019	2020	2021	2022
Number of Students Enrolled					
Number of Completers					
Other (Please identify)					
<p>What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status.</p> <p>It may also be appropriate to analyze intersectionality among student demographics (e.g. gender &amp; race, special population status &amp; race, etc.)</p>	N/A				
<p>How does the data support the program goals? Elaborate.</p>	N/A				
<p>Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.</p>	N/A				
<p>What is the college doing to overcome any identified gaps? If nothing is currently being</p>	N/A				

done, explain what the college plans to do to close identified gaps.	
Are the students served in this program representative of the total student population? Please explain.	N/A
Are the students served in this program representative of the district population? Please explain.	N/A
<b>Review Results</b>	
<b>Action</b>	<input type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input checked="" type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	Low enrollment and few completers.
<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	N/A
<b>Program Objectives</b> If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A
<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	N/A
<b>Resources Needed</b>	N/A
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	N/A

### Career & Technical Education

College Name: Shawnee Community College

Academic Years Reviewed: 2018-2022

### 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
<b>Information Processing Technology (IMS 2209)</b>	<b>One-Year Certificate</b>	<b>62</b>	<b>520407</b>	<b>N/A</b>

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.

**Program Objectives**

What are the overarching objectives of the program? (*i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?*)

The program was made inactive on August 1, 2016.

To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*

The program was made inactive on August 1, 2016.

**Past Program Review Action**

What action was reported last time the program was reviewed? Were these actions completed?

Due to low enrollment and few completers, the plan was to teach out the remaining students and discontinue promoting the program. It was made inactive on August 1, 2016.

**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.

The department chair contributed to writing the narrative of the review. Additional contributors helped review the report. Below is a list of who were participants in the writing of the Information Processing Technology review:

Ruth Smith, CTE Department Chair  
 Dr. Kristin Shelby, Dean of Transfer Education  
 Dr. Kristy Stephenson, Dean of Career and Technical

	Education Dr. Darci Cather, Vice President of Academic Affairs
<b>Stakeholder Engagement</b> 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.	No Advisory Meetings were held after the last meeting held in 2016, which resulted in the decision to allow teach outs and discontinue the program. Additional in-house departments and stakeholders at the final Advisory Council included college personnel from the Student Services and Workforce Development departments.
<b>CTE Program Review Analysis</b>	
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
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.	N/A
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	N/A
<b>Indicator 1: Need</b>	<b>Response</b>
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	N/A
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	N/A
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	N/A

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?)	N/A
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	N/A
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.	Yes. The program was made Inactive on August 1, 2016.
<b>Indicator 2:</b> <b>Cost Effectiveness</b> (see ICCB and system resources for cost-effectiveness: <a href="https://www.iccb.org/academic_affairs/program-review/">https://www.iccb.org/academic_affairs/program-review/</a> )	<b>Response</b>
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: <ul style="list-style-type: none"> <li>• Costs to the institution associated with this program</li> <li>• How costs compare to other similar programs on campus</li> <li>• How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.).</li> <li>• Revenue Analysis</li> <li>• Student to faculty ratio</li> <li>• Course/section fill rates</li> <li>• Enrollment trends</li> <li>• Credit hours earned year to year</li> <li>• Scheduling efficiency</li> </ul>	N/A
2.2 What are the findings of the cost-effectiveness analysis?	N/A

<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? Please explain.</p>	<p>N/A</p>
<p>2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)</p> <p>How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)</p>	<p>N/A</p>
<p>2.5 How will the college increase the cost- effectiveness of this program?</p>	<p>N/A</p>
<p>2.6 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>N/A</p>
<p><b>Indicator 3: Quality</b></p>	<p><b>Response</b></p>
<p>3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)?</p> <p>How do the success rates of each delivery system compare?</p>	<p>N/A</p>
<p>3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?</p>	<p>N/A</p>
<p>3.3 Is this program part of a <a href="#">Program of Study</a> as defined by Perkins V and approved by the ICCB?</p> <p>If yes, describe any strengths or challenge to program of study implementation.</p>	<p>N/A</p>

3.4 Does this program meet the definition of a <a href="#">career pathway program</a> ? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	N/A
3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	N/A
3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	N/A
3.7 Identify what work-based learning opportunities are available and integrated into the curriculum.  How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	N/A
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	N/A
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	N/A

3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	N/A
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	N/A
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	N/A
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	N/A
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	N/A
3.15 <i>What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program?</i>  <i>What additional professional development is needed?</i>	N/A
3.16 <i>What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?</i>	N/A
3.17 <i>What is the status of the current technology and equipment used for this program?</i>	N/A
3.18 What assessment methods are used to ensure student success?	N/A
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	N/A

3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	N/A
3.21 How satisfied are students with their preparation for employment?  How is this student satisfaction information collected?	N/A
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	N/A
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	N/A
3.24 How satisfied are employers in the preparation of the program's graduates?  How is employer satisfaction information collected?	N/A
3.25 What are the program's strengths?	N/A
3.26 What are the identified or potential weaknesses of the program?	N/A
3.27 Did the review of program quality result in any actions or modifications? Please explain.	N/A
List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.	
N/A	

### Performance and Equity

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

CTE Program	Information Processing Technology				
CIP Code	520407				
	2018	2019	2020	2021	2022
Number of Students Enrolled					
Number of Completers					
Other (Please identify)					
<p>What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status.</p> <p>It may also be appropriate to analyze intersectionality among student demographics (e.g. gender &amp; race, special population status &amp; race, etc.)</p>	N/A				
<p>How does the data support the program goals? Elaborate.</p>	N/A				
<p>Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.</p>	N/A				
<p>What is the college doing to overcome any identified gaps? If nothing is currently being</p>	N/A				

done, explain what the college plans to do to close identified gaps.	
Are the students served in this program representative of the total student population? Please explain.	N/A
Are the students served in this program representative of the district population? Please explain.	N/A
<b>Review Results</b>	
<b>Action</b>	<input type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input checked="" type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	Low enrollment and few completers.
<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	N/A
<b>Program Objectives</b> If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A
<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	N/A
<b>Resources Needed</b>	N/A
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	N/A

<b>Academic Disciplines</b>	
College Name:	Shawnee Community College
Academic Years Reviewed:	2018-2022
Discipline Area:	Mathematics
<b>Review Summary</b>	
Complete this section to review the Academic Discipline as a whole. Use the Course Specific Review portion of this template for each course reviewed in the Discipline.	
<p><b>Program Objectives</b> What are the objectives of the discipline?</p>	The mathematics program provides coursework, instruction, and support to successfully prepare the students for successful transition into the next mathematics course or the workforce.
<p>To what extent are these objectives being achieved? How do you know the extent to which they are being achieved?</p>	After reviewing the Developmental Education Reform Act (DERA) report submitted to ICCB on May 1, 2022, where only 3 of 37 students (8.1%) passed the gateway math course, the Math Department determined that changes in the math curriculum were needed.
<p>How does this discipline contribute to other fields and the mission of the college, including addressing the college's vision for equitable access for students?</p>	Mathematics courses are offered to help strengthen the general education curriculum as well as support students in the career and technical fields. Various delivery modalities, times, and locations are utilized to help serve the needs of students at various skill levels. ALEKS-PPL software has been purchased to help students with math placement and skill building. Additionally, the College has implemented multiple measures placement to ensure students are able to enroll in a gateway math course in year one.

<p><b>Prior Review Update</b> Describe any quality improvements or modifications made since the last review period.</p>	<p>The Math department utilized funding from the Developmental Educational Innovation Grant for Corequisite Development to contract with consultant Kathy Almy of Almy Education, to redesign the developmental math program, create corequisites, and implement multiple measures placement. MAT 039 Development Math, and MAT 042 Geometry, were both withdrawn during this review period. MAT 043 Intermediate Algebra, will be made inactive since course content has been integrated into the following corequisite courses: MAT 120 College Algebra with Review, and MAT 208 General Elementary Statistics with Review. MAT 120 was offered in Spring 2023. MAT 110 (corequisite), MAT 120, and MAT 208 will be offered in Fall 2023. ALEKS-PPL is being used to supplement instruction in MAT 041 Introduction to Algebra, to meet the needs of students who are not college-ready based on all of the College's placement measures.</p>
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**Review Analysis**

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

<b>Indicator 1: Need</b>	<b>Response</b>
<p>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>	<p>Initial discussion regarding program and/or course change begins at the department level. Once change has been vetted at the department level, new course and/or course change forms are submitted to the Department Chair for signature, then on to the Curriculum &amp; Instruction (C&amp;I) Chair for C&amp;I Committee review. Department Chairs are all members of C&amp;I and provide points of clarification at meetings, as requested. Once the C&amp;I Committee approves course and/or program changes, the Dean of Transfer &amp; Adult Education Programs submits courses and/or program changes to ICCB and/or IAI for final approval. After approval from ICCB/IAI, the Dean emails all parties on campus to ensure updates are made in Colleague and the Department of Education. That correspondence is logged on a C&amp;I tracking sheet maintained by the Dean's administrative assistant. If the change involves articulation with one of the College's university partners, the Registrar works with university partners on updating articulation agreements for the various courses and/or programs involved.</p>

<p>1.2 How will students be informed or recruited for this discipline?</p>	<p>Students are recruited at various community events, by word of mouth from other students, the SCC website, social medial, newspaper and print materials, radio and TV ads, the Shawnee Experience recruitment day, and faculty and recruiter visits to district high schools.</p>
<p>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?</p>	<p>There were no new transfer degrees/majors added or deleted during this review period.</p>
<p>1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?</p>	<p>There are currently 16 math courses, with two additional corequisite courses, MAT 110 General Education Math (offered concurrently with MAT 090 General Education Math Corequisite Lab), and MAT 208 General Elementary Statistics with Review, being offered in Fall 2023. The highest enrollment courses from 2017-2022 were: MAT 110 General Education Mathematics (N=648), MAT 116 College Algebra (N=415), MAT 210 General Elementary Statistics (N=400), and MAT 115 Pre-Calculus (N=240). The average annual enrollment for these courses were: MAT 110 General Education Mathematics (N=130), MAT 116 College Algebra (N=83), MAT 210 General Elementary Statistics (N=80) and MAT 115 Pre-Calculus (N=48).</p>
<p><b>Indicator 2: Cost Effectiveness</b></p>	<p><b>Response</b></p>
<p>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?)</p>	<p>Costs associated with this discipline include faculty salaries and benefits, classroom supplies, instructional technology, and professional development/meeting attendance.</p> <p>The College currently employs three full-time math faculty and four adjunct faculty. Additionally, seven dual credit faculty (employed by district high schools) teach one or more dual credit math courses at their respective institutions.</p> <p>Two full-time math faculty have left the college (one retirement and one resignation) since the last program review and neither position has been replaced due to declining enrollment at the College.</p>

<p>2.2 What steps can be taken to offer curricula more cost-effectively?</p>	<p>The College offers courses in several modalities to accommodate students who may struggle financially. In an attempt to run course sections in a more cost-effective way, college leadership and faculty are working together on an academic schedule with fewer sections that also meets the needs of students.</p> <p>In other attempts to keep costs down, the campus bookstore offers used textbooks and online access cards with e-book options. Calculators are also available for students to checkout from the library rather than purchase. Additionally, newer textbook editions are available for rent in the campus bookstore rather than student purchase.</p>
<p>2.3 Is there a need for additional resources?</p>	<p>There could potentially be the need for additional full-time or adjunct math faculty dependent on enrollment. Due to the rural, remote location of the College's campus, advertising in an expanded region would be beneficial to attract a larger, and more diverse, qualified applicant pool. Additionally, two of the three full-time math faculty anticipate retiring within the next few years.</p>
<p><b>Indicator 3: Quality</b></p>	<p><b>Response</b></p>
<p>3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible scheduling, accelerated, team teaching, etc.)?</p>	<p>The math department offers courses using the following instructional modalities: in-person, interactive television (ITV), fully online, and/or zoom. The first corequisite math course (MAT 120 College Algebra with Review) was offered in Spring 2023, and had 20 students enrolled. Two additional corequisite math courses, MAT 110 General Education Math (offered concurrently with MAT 090 General Education Math Corequisite Lab), and MAT 208 General Elementary Statistics with Review, will be offered beginning Fall 2023. The math department does not currently team teach or offer flexible or accelerated scheduling.</p>

<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? How does the college provide supports to students to ensure that they have equitable access to these different course delivery methods?</p>	<p>The Office of Institutional Effectiveness created a data dashboard that allows faculty and administrators to compare success rates among various locations, delivery modality, etc. The data dashboard is relatively new and was officially rolled out in Fall 2022.</p> <p>To assist students, the College employs one part-time professional mathematics tutor, with options of peer and online tutoring also available for students. Math faculty also tutor students in-person during their office hours and remotely via zoom.</p>
<p>3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?</p>	<p>All faculty are evaluated in accordance with College Policy and/or the Collective Bargaining Agreement.</p>
<p>3.4 What professional development is offered for full- and/or part-time faculty in this discipline? Is all professional development offered to both full time and adjunct faculty?</p>	<p>Full-time and part-time faculty are encouraged to take part in professional development opportunities offered through the College's Teaching and Learning Center, which include topics such as active learning strategies, instructional technology use in the classroom, online pedagogy, and student engagement, improving synchronous and asynchronous learning environments. Faculty are also encouraged to participate in off-campus professional conferences by requesting that funds be budgeted for professional development activities and attendance at professional meetings. The College also hosts Convocation at the beginning of the fall and spring semesters that includes professional development activities for faculty and staff. Full-time faculty are contractually required to attend two departmental professional development days each academic year usually surrounding assessment and the continuous quality improvement (CQI) process.</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 mathematics 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? What supports are available to these students and how are students made aware of these supports?</p>	<p>Faculty utilize an online Retention Alert system which notifies the academic advisor (who then contacts the student) for issues such as missed classes, work not turned in, low test scores, etc. Students can also be referred for tutoring services, as needed. The Testing Center also provides accommodations for students with physical and/or learning disabilities (such as note takers, extended test time, a quiet testing environment, etc.). The College’s TRIO program and Student Support Services are available for students who meet the qualification criteria. Also, in Fall 2023, ALEKS-PPL software will be available to students who are not deemed college-ready by multiple measures placement and must enroll in MAT 041 Introduction to Algebra.</p>
<p>3.7 To what extent is the discipline integrated with other instructional programs and services?</p>	<p>The math and science faculty are combined into a single department under one Chair. The math faculty work with other departments outside of math and science (such as Allied Health, CTE, etc.) to ensure that course content and scheduling meets the needs of students enrolled in their programs.</p>
<p>3.8 What does the discipline or department review when developing or modifying curriculum?</p>	<p>One of the College’s full-time math faculty members serves on the Illinois Mathematics Association of Community Colleges (IMACC) committee, which has proven invaluable for ensuring the math department is aware of legislative changes as well as trends and best practices in math education. Consultant Kathy Almy, of Almy Education, has also been a valuable partner by providing data, resources, and best-practice recommendations to the math department as faculty have redesigned the math curriculum. Kathy works with other colleges throughout the state and shares insight for best practices. When modifying the curriculum, the math department relied heavily on best practices, as well as networking with peer institutions as part of the ASPIRE project.</p>

<p>3.9 When a course has low retention and/or success rates, what is the process to address these issues? Are data reviewed to determine if one student population is disproportionately affecting course success rates? If so, how does the college address these disparities?</p>	<p>Faculty consistently review retention and success rates and adjust the curricula to address identified gaps. Adjustments include revising assignments, referrals for tutoring or ALEKS, and library resource sessions for students. Faculty also compare course success rates (available through the data dashboard) and course evaluations and discuss strategies for improvement with other faculty at department meetings. Faculty sometimes compare those success rates, particularly in remedial education, with data reported across the state and even nationally. Additionally, the College has purchased the ALEKS-PPL software and it will be utilized to help students fill knowledge gaps and review math concepts they are struggling to understand with the ultimate goal of completion of a gateway math course in year one.</p>
<p>3.10 How does the college determine student success in this discipline?</p>	<p>In math courses, success is demonstrated by earning a grade of C or better in a course; therefore, allowing transfer of credit or continuation to next math course.</p>
<p>3.11 Did the review of quality result in any actions or modifications? Please explain.</p>	<p>Numerous changes to the mathematics curriculum (as discussed throughout this report) were already in progress or completed prior to this completion of report.</p>
<p>List any barriers encountered while implementing the discipline.</p>	
<p>Barriers:</p> <ol style="list-style-type: none"> <li>1. Limited pool of qualified adjuncts.</li> <li>2. Students are often underprepared for college-level mathematics work, and lack the study and test-taking skills to be successful.</li> <li>3. Very few district high schools offer Transitional Math.</li> <li>4. Equity gaps exist, but will hopefully be narrowed as we implement multiple measures placement, utilize ALEKS-PPL, and enroll students in corequisite math courses.</li> </ol>	
<p style="text-align: center;"><b>Performance and Equity</b></p> <p>Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.</p>	
<p><b>Academic Discipline Area</b></p>	<p>Academic Discipline Area: Mathematics</p> <p>Courses Reviewed: MAT 110 General Education Mathematics,</p>

	MAT 111 Math for Elementary Teachers I, MAT 112 Math for Elementary Teachers II, MAT 113 Quantitative Literacy, MAT 115 Pre-Calculus, MAT 116 College Algebra, MAT 118 Trigonometry, MAT 119 Finite Mathematics, MAT 121 Technical Mathematics, MAT 122 Mathematics for Healthcare Professionals, MAT 209 Calculus I, MAT 210 General Elementary Statistics, MAT 211 Calculus II, MAT 212 Calculus III, MAT 213 Ordinary Differential Equations I, and MAT 215 Applied Calculus for Business and Social Sciences				
<b>Course Title</b>	MAT 110 General Education Mathematics				
<b>Course Description</b>	This course focuses on mathematical reasoning and the solving of real-life problems, rather than routine skills. Topics to be studied in depth include graph theory, counting techniques and probability, statistics, and finance or geometry. Calculators will be used extensively.				
	<b>FY18</b>	<b>FY19</b>	<b>FY20</b>	<b>FY21</b>	<b>FY22</b>
Number of Students Enrolled	151	135	112	133	117
Credit Hours Produced	612	544	452	532	476
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	86.09%	88.15%	82.14%	81.95%	74.36%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	M1904	M1904	M1904	M1904	M1904
How does the data support the course goals? Elaborate.	Overall, students are successfully completing MAT 110 and achieving transferable credential. MAT 108 (General Education Mathematics with Review) has been developed to expedite a student's achievement of college-level mathematics credit.				
What disaggregated data was reviewed?	Success rates disaggregated by age, gender, ethnicity and course delivery type were reviewed.				
Were there identifiable gaps in the data? Please explain.	Students were most successful when the course delivery mode was internet-based (77.39%) or in person (81.23%) and least successful when the delivery mode is ITV (58.62%). White student success rates were highest (82.5%) followed by unknown ethnicity (73.68%), Hispanic (71.05%) and Black/African American (69.11%). The population size for unknown ethnicity was small (N= 19 over 5 years). The lowest success rates were for American Indian (37.5%; N= 8) and Asian (40%; N=5), but the population sizes were very small. Males (81.79%; N=291) had greater success than females (76.60%; N=483).				

<b>Performance and Equity</b>					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
<b>Academic Discipline Area</b>	Mathematics				
<b>Course Title</b>	MAT 111 Math for Elementary Teachers I				
<b>Course Description</b>	This course covers problem solving strategies, sets, relations, other numeration systems, algorithms, whole numbers, integers, rational numbers and real numbers. It is designed for elementary education majors.				
	<b>FY18</b>	<b>FY19</b>	<b>FY20</b>	<b>FY21</b>	<b>FY22</b>
Number of Students Enrolled	11	6	11	10	7
Credit Hours Produced	44	24	44	40	28
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	83.33%	81.82%	70%	71.43%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	SIUC, Murray State, and SEMO				
How does the data support the course goals? Elaborate.	This course has 70% or higher success rate; it is successfully preparing students for transfer or employment.				
What disaggregated data was reviewed?	Success rates disaggregated by age, gender, ethnicity and course delivery type were reviewed.				
Were there identifiable gaps in the data? Please explain.	This course is only taught in-person so success rates by delivery mode are not addressed. Success rates and student numbers by ethnicity are as follows: White (85%; N=34), Hispanic (100%; N=2) and Black/African American (66.67%; N=3) Asian (100%; N=1). Students aged 21-25 had the lowest success rate (75%). Males (88.89%; N=8) had greater success than females (81.58%; N=38).				

<b>Performance and Equity</b>	
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.	
<b>Academic Discipline Area</b>	Mathematics
<b>Course Title</b>	MAT 112 Math for Elementary Teachers II
<b>Course Description</b>	This course is a continuation of MAT 111. It includes mathematical reasoning, logic, probability, statistics, finance, and

	geometry. It is designed for elementary education majors.				
	FY18	FY19	FY20	FY21	FY22
Number of Students Enrolled	8	7	8	4	5
Credit Hours Produced	32	28	32	16	2012
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	87.5%	100%	87.5%	75%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	M1903	M1903	M1903	M1903	M1903
How does the data support the course goals? Elaborate.	This course has 75% or higher success rate; it is successfully preparing students for transfer or employment.				
What disaggregated data was reviewed?	Success rates disaggregated by age, gender, ethnicity and course delivery type were reviewed.				
Were there identifiable gaps in the data? Please explain.	This course is only taught in-person so success rates by delivery mode are not addressed. Success rates and student numbers by ethnicity are as follows: White (74.19%; N=31), Hispanic (100%; N=2) and Black/African American (100%; N=1) Asian (100%; N=1). Students aged 18-20 had the lowest success rate (72.41%). Males (83.33%; N=6) had greater success than females (77.42%; N=31).				

<b>Performance and Equity</b>					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
<b>Academic Discipline Area</b>	Mathematics				
<b>Course Title</b>	MAT 113 Quantitative Literacy				
<b>Course Description</b>	This course provides a conceptual understanding of quantitative reasoning. It develops skills in problem solving, analytical thinking, and analyzing data using graphs; descriptive statistics; using polynomial, exponential, and logistic functions and systems of equations and inequalities to model and solve real-world problems; logic, estimating, and judging reasonableness of answers; using the graphing calculator and/or computer to facilitate problem solving.				
	FY18	FY19	FY20	FY21	FY22
Number of Students Enrolled	30	23	15	16	9

Credit Hours Produced	120	92	60	64	36
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	90%	86.96%	93.33%	93.75%	66.75%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	M1901	M1901	M1901	M1901	M1901
How does the data support the course goals? Elaborate.	This course typically has high success rates (86% or higher). The lower FY 22 success rate could be attributed to learning losses during the Covid pandemic.				
What disaggregated data was reviewed?	Success rates disaggregated by age, gender, ethnicity and course delivery type were reviewed.				
Were there identifiable gaps in the data? Please explain.	This course is only taught in-person so success rates by delivery mode are not addressed. Success rates and student numbers by ethnicity are as follows: White (91.67%; N=60), Hispanic (80%; N=5) and Black/African American (74.07%; N=27) Asian (100%; N=2). Students aged 18-20 had the lowest success rate (80.00%). Females (90.77%; N=65) had greater success than males (78.79%; N=33).				

<b>Performance and Equity</b>					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
<b>Academic Discipline Area</b>	Mathematics				
<b>Course Title</b>	MAT 115 Pre-Calculus				
<b>Course Description</b>	An integrated college-level course in the elementary functions of College Algebra and Trigonometry. It includes a study of number systems, equation and inequality solving, functions and graphing, linear, quadratic, polynomial, rational, exponential, logarithmic, and trigonometric functions, systems of equations and inequalities, binomial expansions, analytic trigonometry, and applications of trigonometry. This course should not be taken by a student who has completed College Algebra-MAT 116 and Trigonometry-MAT 118 with a grade of "C" or better. Graphing calculators will be used in this course.				
	FY18	FY19	FY20	FY21	FY22
Number of Students Enrolled	59	71	47	42	21
Credit Hours Produced	295	355	235	225	1053

Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	86.44%	94.37%	87.23%	76.19%	95.24%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	SIUC, Murray State, and SEMO				
How does the data support the course goals? Elaborate.	This course successfully prepares the student for higher mathematics coursework. Success rate are highest when the course is taken in person with the instructor.				
What disaggregated data was reviewed?	Success rates disaggregated by age, gender, ethnicity and course delivery type were reviewed.				
Were there identifiable gaps in the data? Please explain.	Students were most successful when the course delivery mode in person (80.32%) and least successful when the delivery mode is ITV (48.57%). White student success rates were highest (80.32%; N=249), identical for Hispanic and Asian (57.14%; N=7), and lowest for Black/African American (50%; N= 8). Females (79.25%; N=159) had slightly greater success than males (75.21%; N=121). Students aged 18-20 had the lowest success rate of 68.82%				

<b>Performance and Equity</b>					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
<b>Academic Discipline Area</b>	Mathematics				
<b>Course Title</b>	MAT 116 College Algebra				
<b>Course Description</b>	This is a college-level algebra course. First and second degree equations and inequalities; polynomial, rational, exponential and logarithmic functions; complex numbers; graphing; systems of equations, matrices and determinants; and binomial expansions. This course should not be taken by a student who has successfully completed Pre-calculus-MAT 115. Graphing calculators will be used in this class.				
	FY18	FY19	FY20	FY21	FY22
Number of Students Enrolled	73	66	97	98	81
Credit Hours Produced	304	272	388	392	324
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	83.56%	90.91%	86.60%	84.69%	80.25%

IAI Status (list code) or Form 13 Status (list signature dates and institutions)	SIUC, Murray State, and SEMO				
How does the data support the course goals? Elaborate.	The high enrollment and success rates of this course support that it is preparing students for transfer. MAT 120 (College Algebra with Review) has been developed to expedite a student's achievement of college-level mathematics credit.				
What disaggregated data was reviewed?	Success rates disaggregated by age, gender, ethnicity and course delivery type were reviewed.				
Were there identifiable gaps in the data? Please explain.	Students were most successful when the course delivery mode in person (81.91%) and least successful when the delivery mode is ITV (46.15%). Students of unknown or mixed race had 100% success but population size is small (20 total), followed by White (82.44%; N=410), and lowest for Black/African American (53.33%; N= 30). Males (83.82%; N=173) had slightly greater success than females (78.64%; N=323). Success rate decreased as age increased, and students under age 18 had the highest rate of success (88.97%).				

<b>Performance and Equity</b>					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
<b>Academic Discipline Area</b>	Mathematics				
<b>Course Title</b>	MAT 118 Trigonometry				
<b>Course Description</b>	This course is the study and applications of fundamental concepts in trigonometry. It includes trigonometric functions, identities, equations, and inverse functions; graphing, degree and radian measure; solution of triangles; vectors. This course should not be taken by a student who has successfully completed Pre-calculus-MAT 115. Graphing calculators will be used in this class.				
	FY18	FY19	FY20	FY21	FY22
Number of Students Enrolled	2	2	32	34	22
Credit Hours Produced	4	4	64	68	44
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	50%	78.13%	73.53%	81.82%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	SIUC, Murray State, and SEMO				

How does the data support the course goals? Elaborate.	The significant increase in course enrollment in FY20 is due to the course being offered as dual credit. The FY19 success rate was low, but not significant with a sample size of N=2.
What disaggregated data was reviewed?	Success rates disaggregated by age, gender, ethnicity and course delivery type were reviewed.
Were there identifiable gaps in the data? Please explain.	Students were most successful when the course delivery mode in person (71.43%) and least successful when the delivery mode is ITV (61.11%). White students account for 89.47% of students who have taken MAT 118 the past five years and have a 63.73% success rate. Males (63.64%; N=44) and females (61.43%; N= 70) had comparable success rates.

<b>Performance and Equity</b>					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
<b>Academic Discipline Area</b>	Mathematics				
<b>Course Title</b>	MAT 119 Finite Mathematics				
<b>Course Description</b>	This course is an introductory course in analysis for business, life science, and social science students. This course includes set theory, counting and elementary probability theory, vectors, systems of linear equations and matrices, Markov chains, and game theory, systems of inequalities and an introduction to linear programming, logic and statistics. Graphing calculators will be used in this class.				
	FY18	FY19	FY20	FY21	FY22
Number of Students Enrolled	0	6	7	0	0
Credit Hours Produced	0	18	21	0	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	NA	100%	85.71%	NA	NA
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	M1906	M1906	M1906	M1906	M1906
How does the data support the course goals? Elaborate.	This course has not been offered the last two years due to low demand. Low demand courses like MAT 119 are now being offered to students through the ILCCO consortium.				
What disaggregated data was reviewed?	Success rates disaggregated by age, gender, ethnicity and course delivery type were reviewed.				

Were there identifiable gaps in the data? Please explain.	Internet-based was the only delivery mode for this course. Twelve of the 13 students are white and had a 91.67% success rate. Males (100%; N=4) fared better than females (88.89%; N=9).
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<b>Performance and Equity</b>					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
<b>Academic Discipline Area</b>	Mathematics				
<b>Course Title</b>	MAT 121 Technical Mathematics				
<b>Course Description</b>	This course involves basic mathematics for the vocational-technical student. It includes arithmetic, the metric system, geometric concepts, and basic algebra with applications to vocational situations.				
	FY18	FY19	FY20	FY21	FY22
Number of Students Enrolled	15	14	14	9	14
Credit Hours Produced	45	42	42	27	42
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	75.86%	71.43%	78.57%	78.26%	64.29%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	NA	NA	NA	NA	NA
How does the data support the course goals? Elaborate.	This course typically has high success rates (71% or higher). The lower FY 22 success rate could be attributed to learning losses during the Covid pandemic.				
What disaggregated data was reviewed?	Success rates disaggregated by age, gender, ethnicity and course delivery type were reviewed.				
Were there identifiable gaps in the data? Please explain.	This course is only taught in-person. Highest success rate (100%) was seen in American Indian (N=5, Hispanic (N=4) and unknown ethnicity (N=1) students, followed by white (82.26%; N=62), and lowest in Black/African American students (75%; N=75%). Students aged 21-25 had the lowest success rate (57.14%). Females had a 100% success rate (N=18) while males had a 79.41% success rate (N= 68).				

<b>Performance and Equity</b>	
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.	

<b>Academic Discipline Area</b>	Mathematics				
<b>Course Title</b>	MAT 122 Mathematics for Healthcare Professionals				
<b>Course Description</b>	This course includes topics in mathematics that are frequently encountered in many medical areas. It is specifically designed for students in nursing programs. The topics covered include fractions, mixed numbers, decimals, percent, metric measurements, ratios and proportions. The majority of this course will be devoted to real problems from pharmacology.				
	<b>FY18</b>	<b>FY19</b>	<b>FY20</b>	<b>FY21</b>	<b>FY22</b>
Number of Students Enrolled	41	44	28	24	35
Credit Hours Produced	123	132	84	72	105
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	85.37%	81.82%	75.00%	79.17%	82.86%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	NA	NA	NA	NA	NA
How does the data support the course goals? Elaborate.	This course is strongly recommended (but not required) for students entering the LPN program. This course prepares the student to perform calculations used in pharmacology.				
What disaggregated data was reviewed?	Success rates disaggregated by age, gender, ethnicity and course delivery type were reviewed.				
Were there identifiable gaps in the data? Please explain.	Success rates varied little by ethnicity for Black/African American, Hispanic, unknown and white students, ranging between 71.43 (Hispanic)-76.67% (Black). Two or more races had a 100% success rate, but N=2. Success rates increased with age. Females were more successful (76.92%; N=182) than males (57.89%; N=19). Delivery mode success rates were as follows in-person (80.56%) and ITV (57.89%).				

<b>Performance and Equity</b>	
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.	
<b>Academic Discipline Area</b>	Mathematics
<b>Course Title</b>	MAT 209 Calculus I
<b>Course Description</b>	This is a college level course in analytic geometry and calculus, including coordinate geometry, limits, continuity derivatives

	(including trigonometric functions) and applications, and indefinite and definite integrals with applications. Calculators will not be used in this class.				
	FY18	FY19	FY20	FY21	FY22
Number of Students Enrolled	22	11	12	19	11
Credit Hours Produced	270	180	195	170	195
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	86.79%	97.22%	75%	94.12%	94.87%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	M1900-1 MTH901	M1900-1 MTH901	M1900-1 MTH901	M1900-1 MTH901	M1900-1 MTH901
How does the data support the course goals? Elaborate.	The FY20 lower success rate could be attributed to remote instruction as a result of the Covid pandemic. Otherwise, success rates are very good and prepare the student for further coursework in calculus.				
What disaggregated data was reviewed?	Success rates disaggregated by age, gender, ethnicity and course delivery type were reviewed.				
Were there identifiable gaps in the data? Please explain.	This course is only offered in-person. Success rates were 100% for Asian (N=5), Black (N=2) and unknown race students (N=3). White students have a success rate of 80.79% (N=203) and Hispanic students have the lowest success rate (60%; N=5). Students aged 20 and under had the greatest success. Males (84%; N=100) had greater success than females (78.15%; N=119).				

<b>Performance and Equity</b>					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
<b>Academic Discipline Area</b>	Mathematics				
<b>Course Title</b>	MAT 210 General Elementary Statistics				
<b>Course Description</b>	This course is an introduction to the theory and application of statistics. The course of study will include descriptive methods of data analysis, probability theory, counting techniques, probability distributions including binominal and normal distributions, correlation, regression, one-sample and two-sample hypothesis testing, confidence intervals, chi-square, sampling and simulation techniques, and analysis of variance. Graphing calculators will be used in this course.				
	FY18	FY19	FY20	FY21	FY22

Number of Students Enrolled	87	85	86	90	73
Credit Hours Produced	368	340	352	380	296
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	72.41%	62.35%	66.28%	62.22%	67.12%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	M1902	M1902	M1902	M1902	M1902
How does the data support the course goals? Elaborate.	This course is often taught via ITV, which has the lowest success rates. MAT 208 (General Elementary Statistics with Review) has been developed to expedite a student's achievement of college-level mathematics credit.				
What disaggregated data was reviewed?	Success rates disaggregated by age, gender, ethnicity and course delivery type were reviewed.				
Were there identifiable gaps in the data? Please explain.	White students make up 82.9% of students who take MAT 210 and have a 68.41% success rate. Black students make up 8.87% of students and have a 43.90% success rate. Younger students (<18) had the highest success rate (77.78%). Females (67.32%; N=306) fared better than males (62.82%; N=156) in MAT 210. Success rates by modality: in person (70.42%), online (67.65%) and ITV (53.38%).				

<b>Performance and Equity</b>					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
<b>Academic Discipline Area</b>	Mathematics				
<b>Course Title</b>	MAT 211 Calculus II				
<b>Course Description</b>	This course is the study and applications of fundamental concepts in trigonometry. It includes trigonometric functions, identities, equations, and inverse functions; graphing, degree and radian measure; solution of triangles; vectors. This course should not be taken by a student who has successfully completed Pre-calculus-MAT 115. Graphing calculators will be used in this class.				
	<b>FY18</b>	<b>FY19</b>	<b>FY20</b>	<b>FY21</b>	<b>FY22</b>
Number of Students Enrolled	3	5	5	0	0
Credit Hours Produced	15	25	30	0	0

Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	80%	60%	NA	NA
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	M1900-2 MTH902	M1900-2 MTH902	M1900-2 MTH902	M1900-2 MTH902	M1900-2 MTH902
How does the data support the course goals? Elaborate.	This course has always had low enrollment. The instructor who taught the course (as well as pre-engineering courses) resigned for health reasons and has not been replaced. Current enrollment trends do not justify replacement of this faculty member.				
What disaggregated data was reviewed?	Success rates disaggregated by age, gender, ethnicity and course delivery type were reviewed.				
Were there identifiable gaps in the data? Please explain.	No. The course has not been offered the past two years.				

<b>Performance and Equity</b>					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
<b>Academic Discipline Area</b>	Mathematics				
<b>Course Title</b>	MAT 212 Calculus III				
<b>Course Description</b>	This course is a study of parametric equations, vector functions, multiple integrals, partial differentiation, 3-space, vector calculus, curvilinear motion, and an introduction to differential equations.				
	FY18	FY19	FY20	FY21	FY22
Number of Students Enrolled	6	2	2	0	0
Credit Hours Produced	30	10	10	0	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	83.33%	100%	100%	NA	NA
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	M1900-3 MTH903	M1900-3 MTH903	M1900-3 MTH903	M1900-3 MTH903	M1900-3 MTH903
How does the data support the course goals? Elaborate.	No. The course has not been offered the past two years.				
What disaggregated data was reviewed?	Success rates disaggregated by age, gender, ethnicity and course delivery type were reviewed.				

Were there identifiable gaps in the data? Please explain.	This course is only offered in-person. Success rates were 100% for Hispanic (N=1) and Black (N=1) students. White students have a success rate of 72.73% (N=11). Students aged 18-20 had the lowest success rate (66.67%; N=9) and 21-25 year olds had the greatest success (110%; N=4). Males (81.82%; N=11) had greater success than females (50%; N=2).
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<b>Performance and Equity</b>					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
<b>Academic Discipline Area</b>	Mathematics				
<b>Course Title</b>	MAT 213 Ordinary Differential Equations I				
<b>Course Description</b>	This course is an introduction to differential equations. Methods include separation of variables, homogenous, exact, linear, applications, undetermined coefficients, variation of parameters, power series solutions, and Laplace transforms.				
	FY18	FY19	FY20	FY21	FY22
Number of Students Enrolled	4	1	2	0	0
Credit Hours Produced	12	3	6	0	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	100%	NA	NA
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	SIUC, Murray State, and SEMO				
How does the data support the course goals? Elaborate.	Every student who took the course successfully completed it. The course has not been offered since FY 20 due to faculty resignation (mentioned previously).				
What disaggregated data was reviewed?	Success rates disaggregated by age, gender, ethnicity and course delivery type were reviewed.				
Were there identifiable gaps in the data? Please explain.	Success rates are 100% regardless of age, gender and ethnicity. In person is the only delivery mode.				

<b>Performance and Equity</b>	
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.	
<b>Academic Discipline Area</b>	Mathematics

<b>Course Title</b>	MAT 215 Applied Calculus for Business & Social Science				
<b>Course Description</b>	This course includes the application of basic concepts of calculus. It includes sets, functions (linear, exponential, and logarithmic), applications of functions and graphs, limits, differentiation (derivatives and application of differentiation), definite and indefinite integrals, fundamental theorems of calculus, applications of integration, and selected topics from analytic geometry. Graphing calculators will be used in this class.				
	<b>FY18</b>	<b>FY19</b>	<b>FY20</b>	<b>FY21</b>	<b>FY22</b>
Number of Students Enrolled	6	7	2	3	0
Credit Hours Produced	24	28	8	12	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	83.33%	100%	100%	66.67%	NA
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	M1900-B	M1900-B	M1900-B	M1900-B	M1900-B
How does the data support the course goals? Elaborate.	This course was not offered in FY22 due to low demand. Low demand courses like MAT 215 are now being offered to students through the ILCCO consortium.				
What disaggregated data was reviewed?	Success rates disaggregated by age, gender, ethnicity and course delivery type were reviewed.				
Were there identifiable gaps in the data? Please explain.	This course is offered online (success rate 75%) or independent study (100%; N=4). Males (83.33%) were more successful than females (78.57%). Students aged 21-25 had the lowest success (40%; N=5). The students taking MAT 215 are mostly (85%) white and have an 82.35% success rate.				
<b>Academic Course Review Results</b>					
<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	The math department had to pivot and develop MAT 0090 General Education Corequisite Lab (offered concurrently with MAT 110 General Education Math) this spring to serve as the gen ed math corequisite for Fall 2023. This was developed as a result of the IAI Math Panel not approving the original plan for the corequisite course, MAT 108 General Education Math with Review (5 credit hours). This course was approved by ICCB in hopes of offering it in Fall 2023; however, the IAI Math Panel did not approve the submission and requested more information for the course. As a result, the course could not be offered as originally scheduled and will be reviewed by IAI again at the October 2023 Math Panel meeting. If approved, the math department hopes to offer the course in Spring 2024.				

	<p>Another corequisite course, MAT 208 General Elementary Statistics with Review (5 credit hours), will be offered for the first time in Fall 2023. MAT 120 College Algebra with Review (5 credit hours) was offered Spring 2023 and will continue to be offered in future semesters.</p> <p>Additionally, ALEKS-PPL is being used to supplement instruction in MAT 041 Introduction to Algebra, to meet the needs of students who are not college-ready based on all of the College's placement measures. The math faculty surveyed their students during the Fall 2022 semester. The survey contained questions such as: Future math course needs, whether or not the student had taken Algebra II in high school, preferred course modality, etc. Of 138 students who answered the question about course modality, 89.13% prefer in-person classes; however, many of our math courses (including developmental) are taught via the ITV system. Math faculty and College administration will need to brainstorm ways to offer courses in-person while still meeting the needs of our students who are distributed over a wide geographic area.</p>
<p><b>Program Objectives</b> If program objectives are not being met, what action steps will be taken to achieve program objectives?</p>	<p>The math department is striving to improve retention rates and provide students with the skills needed to be successful. Course success rates will be analyzed along with placement data for corequisite courses (MAT 110/MAT 090, MAT 120 and MAT 208) to determine what, if any, modifications will need to be made as a result.</p>
<p><b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>Significant equity gaps have been identified in our district high schools with respect to college readiness scores on the Illinois Report Card. The implementation of multiple measures placement and corequisite math courses, combined with transitional math courses offered at some of our district high schools, will hopefully help close those equity gaps. Additionally, math instruction, particularly, should be offered in-person so faculty can identify at-risk students and provide them with help and resources they need to be successful.</p>
<p><b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>The math department will review success rate data collected from the newly developed corequisite math courses to determine their effectiveness. Additional corequisite math courses or bridge programs may be developed in the future based on these findings and the needs of our student population. The College will also examine the indicators of multiple measures placement</p>

	to determine if adjustments need to be made as a result.
<b>Resources Needed</b>	More math faculty will be needed if additional course sections are offered, particularly if more sections are offered in-person rather than ITV. The College also needs to recruit and maintain a diverse pool of qualified adjuncts. Funds to help students rent graphing and/or scientific calculators could also be included in the annual budget because many students do not have the financial means to purchase a calculator and often try to do without, which adversely impacts their ability to be successful in courses that rely heavily on calculator usage.
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	Dean of Transfer & Adult Education Programs, Math/Science Department Chair, and full-time Math faculty

## Student and Academic Support Services

Address all fields in the template with an equity lens. If needed, you may provide a link to support your submission. Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying these data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.

<b>College Name:</b>	Shawnee Community College
<b>Academic Years Reviewed:</b>	2018-2022
<b>Review Area:</b>	Learning and Tutoring Centers
<b>Review Team</b> Please identify the names and titles of staff and faculty who were major participants in the review of this program/service and their role or engagement in this process.	Mindy Ashby, Director of Student Success Kaylyn Meyers, Retention Specialist
<b>Mission</b> How does the program/service contribute to the mission of the college?	<a href="#">Learning and tutorial services</a> are free to students and supplement many classes the College offers. This supports the College's Mission to provide its students and community members with quality higher education, community education, training, and services that are accessible and reliable to all.
<b>Advancement of Equity</b> How does the program/service help advance equity?	Learning and Tutoring services are offered on the main campus and at the <a href="#">extension centers</a> . The College also provides <a href="#">eTutoring</a> , an online tutoring platform that supports students 24/7. Students can quickly complete a <a href="#">request form</a> online for either face-to-face or virtual sessions. The College's <a href="#">Professional and Peer Tutoring</a> services are designed to increase student retention rates by providing additional support to all learners academically. When students receive the support they need, they are more likely to persist and complete their academic goals. Peer and professional tutors can tailor their approach to meet each student's needs. This can help ensure students receive personalized support and guidance tailored to their learning style, academic goals, and abilities.
<b>Service Objectives</b> Please provide a brief overview of the program or service being evaluated. What are the overarching goals/ objectives of the program/service?	This program's overarching goals/objectives are to provide academic support to students in various subject areas, including math, science, writing, and language skills. The program aims to assist students in improving their academic performance, enhancing their critical thinking and problem-solving skills, and building their confidence in their abilities. Additionally, the program strives to create a welcoming and inclusive learning environment that promotes student success and completion.

<p>To what extent are these objectives being achieved? Please detail how achievement of program/service objectives is being measured or assessed?</p>	<p>The <a href="#">Learning and tutoring services</a> assess services annually by and through internal continuous quality improvement (CQI) and <a href="#">Board monitoring reports</a>. The College's <a href="#">Strategic Plan</a> outlines the <a href="#">KPIs</a> associated with the goals and objectives for student success services. Overall, the program's achievement of its objectives is being evaluated by examining the number of students initiating contact with the services, the number of students that consistently utilize these services throughout the semester, monitoring academic performance, and feedback from stakeholders, which allows the program to adjust and improve its services to meet the needs of its students better.</p>																		
<p><b>Past Program Review Action</b> What action was reported last time the program/service was reviewed? Were these actions completed? If not, what were the identified barriers to action?</p>	<p>No action was reported last time the program/service was reviewed. However, the review indicated that the “extension centers would benefit from professional face-to-face tutoring.” These actions have not been completed, as evidenced by the continued search for <a href="#">professional tutoring staff</a> at each of the college’s extension centers.</p>																		
<p><b>Indicator: Need</b></p>																			
<p>1.1. Is this program or service statutorily required? If yes, is the college meeting the required elements? How does the college ensure it meets all required elements?</p>	<p>No, this program is not statutorily required.</p>																		
<p>1.2 What is the <i>need</i> for this program/service and how does the institution determine <i>need</i>?</p>	<p>The need for this service is evidenced in the number of students who continue to request services each semester and the national data indicating that more students are entering college and need more readiness to navigate college-level coursework successfully.</p>																		
<p>1.3 If applicable, what is the student usage for this program/service?</p>	<p>There are approximately 150 students per semester who utilize tutoring services.</p> <table border="1" data-bbox="701 1371 1446 1499"> <thead> <tr> <th style="background-color: #800000; color: white;">Academic Support</th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2022</th> <th>2023</th> </tr> </thead> <tbody> <tr> <td>Tutoring Requests</td> <td>163</td> <td>170</td> <td>95</td> <td>123</td> <td>80 IP</td> </tr> <tr> <td>SAINTS Study Tables</td> <td></td> <td></td> <td></td> <td>91</td> <td>85 IP</td> </tr> </tbody> </table>	Academic Support	2018	2019	2020	2022	2023	Tutoring Requests	163	170	95	123	80 IP	SAINTS Study Tables				91	85 IP
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Tutoring Requests	163	170	95	123	80 IP														
SAINTS Study Tables				91	85 IP														
<p>1.4 How does the student usage compare to assessed need of the program/service?</p>	<p>The data reflects the need for increased support staff, space renovation, instructional supplies, and technology.</p> <p>The review indicates that the center needs sufficient professional tutoring staff specializing in math (developmental to college-level STEM) and science (Introduction to Biology to Anatomy and Physiology). The review identifies an increasing number of students requesting assistance in these areas; however, these requests must be fulfilled due to the need for more qualified staff.</p>																		

<b>Indicator: Cost</b>	
2.1 What are the current expenditures of the department?	\$83,245.00
2.2 How is this program/service funded and what cost-effective strategies are in place to ensure sustainability?	Learning and tutoring services are funded institutionally and through rewarded grant opportunities. The benefits are tied to the college's strategic plan, and data is collected and analyzed to determine successes, the need for improvement, and justification for additional resources.
<b>Indicator: Quality</b>	
3.1 If applicable, how does the college program/service measure against any quality benchmark and standards?	According to CCSSE Student Engagement Report Benchmark data, the College's learning and tutoring services ranked higher than most comparable institutions.
3.2 How does the college ensure that all staff are qualified and appropriate to overseeing or providing the program/service?	The institution abides by the standards set forth by ICCB and HLC regarding qualifications for each position. Human Resources uses a criteria checklist to ensure applicants are credentialed and/or qualified to contribute effectively to the College's Mission. Each support staff member has the skillset necessary to fulfill the job requirements. Employees are afforded professional development to keep up with program standards.

3.3 What, if any, innovations have been implemented within this program/service that other colleges may want to learn about?

How have these innovations had an impact on student success?

One innovation the learning and tutoring services program at Shawnee Community College has implemented is [online tutoring services](#). The program has implemented an online tutoring platform that allows students to receive tutoring services remotely. This innovation has enabled the program to reach more students, particularly those who are unable to access in-person tutoring services due to distance, scheduling conflicts, or other barriers.

The [online tutoring](#) platform has positively impacted student success by allowing students to access academic support when and where they need it. The platform provides students with flexible access to tutoring services. Additionally, the platform has improved the program's efficiency, as tutors can work with multiple students simultaneously, increasing the number of students the program can serve.

Implementing an online tutoring platform has been a successful innovation for the Shawnee Community College learning and tutoring program and has positively impacted student success. Other colleges may want to learn from this innovation and consider implementing similar online tutoring services to improve academic outcomes.

3.4 What are the strengths of this program or service?

Comprehensive services: The program offers a wide range of tutoring and to support students in multiple subject areas, including math, science, writing, and language skills. This comprehensive approach ensures students can access the resources they need to succeed academically.

Inclusive approach: The program's inclusive process seeks to create a welcoming and supportive environment for all students.

Experienced and qualified staff: The program's tutors and staff are highly trained and skilled, with advanced degrees and certifications in their respective fields. This ensures that students receive high-quality academic support.

Data-driven approach: The program uses data to evaluate its effectiveness and make data-driven decisions to improve its services. This allows the program to adapt and enhance its offerings to meet students' needs better.

Innovative services: The program has implemented innovative services, such as online tutoring, to enhance the accessibility and efficiency of its services. This allows the program to reach more students and improve their academic success.

Overall, the strengths of the Learning and tutoring services program at Shawnee Community College enable it to provide high-quality academic support, foster a supportive and inclusive learning environment, and continuously improve its services to meet the evolving needs of its student population.

3.5 What are the challenges or weaknesses of the program/service?

While the learning and tutoring services program at Shawnee Community College has many strengths, there are also some challenges and disadvantages that the program faces. These include:

Limited funding: The program operates on a limited budget, which restricts the number of services and resources offered to students.

Staffing constraints: The program has experienced staffing constraints, particularly during high-demand periods, which can limit the number of students able to access tutoring services.

Limited outreach: The program may need help to effectively reach all students who could benefit from its services, particularly those who may need to be made aware of the program or face barriers to accessing the services.

Limited technology access: Some students may need help accessing online tutoring services, which can limit the reach and impact of the program's innovative services. For those students who benefit from face-to-face tutoring, the lab needs more adaptive technology and space necessary for active and collaborative learning styles.

Limited subject areas: While the program offers tutoring services in a wide range of subjects, there are some areas where additional support is needed.

The learning and tutoring services program can benefit from utilizing resources from various associations, faculty, staff, and students to ensure that students receive quality and timely services. The college can join professional associations such as the [National College Learning Center Association](#) (NCLCA) and the [College Reading and Learning Association](#) (CRLA) to access the latest best practices, research, and training opportunities for learning and tutoring centers. Additionally, partnerships with local high schools, community organizations, and employers can help the college better understand student needs and align services accordingly. However, the college needs more staffing to utilize these resources fully. To that end, it may be necessary to prioritize hiring additional staff and training current staff to effectively manage and deliver these services. Student workers or volunteers can also assist in providing services such as peer tutoring or study groups. By utilizing resources effectively and prioritizing staffing, the college can ensure that students receive the support they need to succeed academically.

<p>3.6 What tools were utilized to determine program/service strengths and challenges? i.e., student surveys, focus groups, interviews, co-curricular assessment, etc.</p>	<p>Student surveys: The program distributed surveys to current and past students to gather feedback from their experience with the program and identify areas of strength and improvement.</p> <p>Interviews: The program conducted individual interviews with current and former students, staff members, and other stakeholders to gather more detailed feedback on program strengths and challenges.</p> <p><a href="#">Co-curricular assessment</a>: The program conducted a co-curricular assessment of its services to evaluate the impact of its services on student learning and success.</p> <p><a href="#">Data analysis</a>: The program analyzed student usage of its services, academic performance, and student satisfaction to identify areas of strength and areas for improvement.</p>
<p>3.7 What, if any, continuous improvement processes are in place and utilized to evaluate data and implement solutions?</p>	<p>The learning and tutoring services program at Shawnee Community College has implemented continuous improvement processes to evaluate data and implement solutions. These processes involve collecting and analyzing data regularly to identify areas of improvement and implementing changes to enhance the program's effectiveness and efficiency.</p> <p>For example, the program regularly reviews student feedback to identify areas needing improvement and changes its tutoring and testing services based on this feedback. The program also tracks student success rates and uses this data to adjust the program's offerings and strategies to support students better.</p> <p>Furthermore, the program regularly reviews its <a href="#">policies and procedures</a> to ensure they align with the learning and tutoring services' best practices. The program also seeks input and feedback from faculty and staff to provide services that meet the needs of the college's academic programs.</p> <p>Overall, the program's <a href="#">continuous improvement processes</a> allow it to evaluate data regularly, implement solutions, and adapt to the changing needs of its students, faculty, and staff.</p>

<p>3.8 What disaggregated data was collected, measured, and evaluated to assess program/service effectiveness?</p>	<p>The program collects and evaluates disaggregated data to assess the effectiveness of the Shawnee Community College learning and tutoring services program.</p> <p>This data includes:</p> <p><u>Academic data</u>: The program collects data on student academic performance, such as GPA and course completion rates. This data is used to assess the program’s impact on student success.</p> <p><u>Service utilization data</u>: The program collects data on the number of students who use the tutoring services, the frequency of their visits, and the types of services they access. This data evaluates the program's effectiveness in meeting its students' needs.</p> <p>Student feedback data: The program collects student feedback through surveys and other methods to understand their satisfaction with the services provided. This data is used to identify areas for improvement and make changes to the program to meet student needs.</p>
<p>3.9 Were there any identifiable equity gaps in the data? Please explain.</p>	<p>Most college students seeking learning and tutoring services are first-generation, students with additional needs, and developmental students. Professional tutoring staff must be adequately trained to provide the time and individual attention to student needs.</p>
<p>3.10 How is the college seeking opportunities to close the gap and provide equitable access to programs and services?</p>	<p>The college is making <u>data-driven decisions</u> to target outreach efforts to reach first-generation students who may need to be aware of available tutoring services. This can include marketing and advertising campaigns and outreach through student organizations and academic departments.</p>
<p>3.11 How does the program or service address inequities in instructional programs, if appropriate?</p>	<p>Advocating for policy changes: The program will advocate for policy changes at the college or state level that address inequities in instructional programs, such as changes to funding, enrollment policies, or academic standards.</p> <p>Providing targeted support: The program can make informed decisions by using data to reach out to students who would benefit from its services.</p>

## Review Results

<p><b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p>	<p>Develop a plan to address the program's weaknesses and challenges: The program is in the planning stages of addressing the challenges and weaknesses identified in the review, such as increasing staffing, expanding tutoring services, or improving the quality of the program's resources. This plan should include specific goals, action steps, timelines, and responsible parties. Anticipated date: Within the next 6-12 months.</p> <p>Increase the program's outreach efforts: The program will increase its outreach efforts to inform students about its services and how to access them. This involves developing a marketing plan, improving the program's website and social media presence, and collaborating with other departments to reach more students. Anticipated date: Within the next 3-6 months.</p> <p>Review and refine data collection and assessment methods: The program is reviewing and refining its data collection and assessment methods from the College's CRM to ensure it is gathering the most accurate and relevant information to evaluate its effectiveness. This includes revising the program's surveys, focus group questions, and other assessment tools and ensuring that the program collects and analyzes student outcomes data. Anticipated date: Within the next 6-12 months.</p>
<p><b>To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</b></p>	<p>Providing targeted support: The program provides targeted support to students who are at a disadvantage due to their socioeconomic status, ethnicity, race, or other factors. The program offers additional tutoring services or resources to students who face academic or economic barriers to success. The College is piloting a <a href="#">SAINTS Study Table program</a> aimed at student-athletes.</p> <p>Working with instructors and departments: The program works with instructors and academic departments to identify and address inequities in instructional programs. This may involve collaborating with instructors to develop more inclusive teaching strategies, advocating for curriculum or teaching practice changes, or offering <a href="#">professional development</a> opportunities for faculty.</p> <p><a href="#">Providing cultural competency training</a>: The program is equipped to work with students from diverse backgrounds and offers cultural competency training to its staff members to ensure that they are equipped to work with students from diverse backgrounds and to address potential biases or prejudices that may impact their interactions with students.</p> <p>Advocating for policy changes: The program may advocate for policy changes at the college or state level that address inequities in instructional programs, such as changes to funding, enrollment</p>

	<p>policies, or academic standards.</p> <p>By addressing inequities in instructional programs, the Learning and tutoring services program at Shawnee Community College can work towards ensuring that all students have access to high-quality educational opportunities and the support they need to succeed.</p>
<p><b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>Expanding to additional locations: While the program currently provides services at four extension centers, it may be worthwhile to explore the possibility of developing additional sites or partnering with local organizations to provide services in areas with high student needs.</p> <p>Improving outreach efforts: With only 350 students seeking tutoring services each year, the program may benefit from enhancing its outreach efforts to inform students of the availability and benefits of its services. This could include utilizing social media, partnering with academic departments, or hosting information sessions.</p> <p>Providing additional services: The program could consider other services beyond tutoring to support further student success, such as study skills workshops or academic coaching.</p> <p>Assessing the effectiveness of services: It would be valuable to assess the effectiveness of these services in supporting student learning and success. This could involve implementing new assessment methods or modifying existing methods to measure the impact of the program's benefits.</p>
<p><b>Resources Needed</b></p>	<p>Expansion to additional locations: If the program expands to additional areas of the college, it will require additional funding for staffing, equipment, and supplies. The program may also need to allocate resources for marketing and outreach to inform students of the new locations and services.</p> <p>Improving outreach efforts: Improving outreach efforts will require additional staff time and resources for marketing and outreach, such as developing social media campaigns, creating flyers and brochures, or hosting events. The program may also need to allocate resources and funding for tracking and analyzing the effectiveness of these efforts.</p> <p>Providing additional services: Additional services such as additional staff time and resources for developing or modifying new programs. The program may also need to allocate resources for marketing and outreach to inform students of the new services and for tracking and analyzing the effectiveness of these services.</p> <p>Assessing the effectiveness of services: Assessing the effectiveness of services will require additional resources for developing new assessment methods or modifying existing ones. The program may also need to allocate resources for collecting and analyzing data and making changes based on the assessment results.</p>

<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	Director of Student Success, Retention Specialist, Librarian, Student Engagement Coordinator, professional and tutors.

## Student and Academic Support Services

Address all fields in the template with an equity lens. If needed, you may provide a link to support your submission. Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying these data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.

<b>College Name:</b>	Shawnee Community College
<b>Academic Years Reviewed:</b>	2018-2022
<b>Review Area:</b>	Career and Placement Services
<p><b>Review Team</b> Please identify the names and titles of staff and faculty who were major participants in the review of this program/service and their role or engagement in this process.</p>	Blake Goforth- (January 2022-Current) Career Services Coordinator
<p><b>Mission</b> How does the program/service contribute to the mission of the college?</p>	<p>The <a href="#">Career Services and Placement</a> Services program at Shawnee Community College contributes to the mission of the college in several ways.</p> <p>Firstly, the program helps to ensure that students are well-prepared to enter the workforce and pursue successful careers, which aligns with the college's mission of providing high-quality educational opportunities that promote student success. By providing individualized career coaching, job search assistance, and professional development resources, the program helps students to identify their strengths and interests, explore career options, and develop the skills and knowledge needed to succeed in the workforce.</p> <p>Secondly, the program's strong partnerships with employers in the local community align with the college's mission of promoting economic development and serving the needs of the community. By working closely with employers to identify job opportunities and provide career information and resources, the program helps to ensure that the local workforce is skilled and well-prepared to meet the needs of employers.</p> <p>Finally, the program's focus on innovation and technology aligns with the college's mission of providing access to cutting-edge educational opportunities. By leveraging technology such as <a href="#">Light Cast Career Coach</a>, the program provides students with 24/7 access to career coaching and resources, ensuring that all students can benefit from the program's services and support.</p>

**Advancement of Equity**

How does the program/service help advance equity?

The Career Services and Placement Services program at Shawnee Community College helps to advance equity in several ways.

Firstly, the program provides individualized support and resources to all students, regardless of their background or identity. By offering career coaching, [job search assistance](#), and professional development resources to all students, the program helps to ensure that all students have the tools and resources they need to pursue successful careers.

Additionally, the program is committed to promoting diversity, equity, and inclusion in the workforce. By working closely with employers to identify job opportunities and promote diversity in hiring, the program helps to ensure that all students, regardless of their background or identity, have access to a wide range of job opportunities.

Furthermore, the program's focus on innovation and technology helps to promote equity by providing students with 24/7 access to career coaching and resources. This ensures that all students, regardless of their schedule or location, have access to the same high-quality career services and support.

Overall, the Career Services and Placement Services program at Shawnee Community College helps to advance equity by providing individualized support and resources to all students, promoting diversity and inclusion in the workforce, and leveraging technology to ensure that all students have access to high-quality career services and support.

**Service Objectives**

Please provide a brief overview of the program or service being evaluated. What are the overarching goals/ objectives of the program/service?

The Career Services and Placement Services program at Shawnee Community College aims to provide comprehensive career development resources and job search assistance to all students and alumni. The overarching goals and objectives of the program are as follows:

- 1) Increase the percentage of graduates who secure employment or continue their education within six months of graduation.
- 2) Increase the percentage of students who complete a [career assessment](#) and develop a career plan while enrolled at Shawnee Community College.
- 3) Increase employer satisfaction with Shawnee Community College [graduates](#).
- 4) Promote diversity, equity, and inclusion in the workforce by working closely with employers to identify job opportunities and promote diversity in hiring.
- 5) Provide students with access to [24/7 career coaching](#) and resources through innovative technology.
- 6) Develop and maintain strong [partnerships](#) with local employers and community organizations to ensure students have access to various job opportunities.
- 7) Provide individualized support and resources to all students, regardless of their background or identity, to help ensure that they have the tools and resources they need to pursue successful careers.
- 8) Conduct ongoing [assessment and evaluation](#) of the program to ensure that it is meeting the needs of students and employers, and making continuous improvements to enhance the effectiveness and sustainability of the program.

<p>To what extent are these objectives being achieved? Please detail how achievement of program/service objectives is being measured or assessed?</p>	<p>Shawnee Community College is currently aligning its Career Services program with the institution's <a href="#">strategic plan</a> in order to increase employment and education outcomes for graduates, encourage students to develop career plans, and improve employer satisfaction with graduates. The program is currently tracking its progress and identifying areas for improvement by establishing clear metrics for success, such as increasing the percentage of graduates who secure employment or continue their education within six months of graduation, and prioritizing career assessments and planning for students. Additionally, the program is focusing on establishing strong partnerships with employers and increasing opportunities for graduates by prioritizing employer satisfaction.</p> <p>To ensure that the program is effective, Shawnee Community College also monitors its Career Services through the assessment process by completing an annual <a href="#">Continuous Quality Improvement (CQI)</a> review. This review allows the college to evaluate the program's strengths and weaknesses and identify areas for improvement. By using data and feedback from stakeholders, including students, alumni, and employers, the college is making informed decisions about how to enhance the program and better support student success.</p>
<p><b>Past Program Review Action</b>  What action was reported last time the program/service was reviewed? Were these actions completed? If not, what were the identified barriers to action?</p>	<p>N/A</p>
<p><b>Indicator: Need</b></p>	

<p>1.1. Is this program or service statutorily required? If yes, is the college meeting the required elements? How does the college ensure it meets all required elements?</p>	<p>Career Services and Placement Services at Shawnee Community College are not necessarily statutorily required by law, but they are essential components of the college's mission to support student success and workforce readiness. The college is committed to providing these services to students and ensuring that they are effective and meet the needs of students and employers.</p> <p>To ensure that the Career Services and Placement Services at Shawnee Community College meet the required elements, the college utilizes a variety of methods for assessment and evaluation. The college regularly reviews data on job placement rates, employer feedback, and alumni satisfaction to ensure that the program is achieving its goals. Additionally, the college conducts surveys and focus groups with students, alumni, and employers to gather feedback and identify areas for improvement.</p> <p>To ensure that all required elements are being met, Shawnee Community College also conducts regular reviews of its <a href="#">policies and procedures</a> related to Career Services and Placement Services. The college reviews and updates its job placement policies, employer engagement strategies, and career development resources to ensure that they align with best practices and meet the needs of students and employers.</p>
<p>1.2 What is the <i>need</i> for this program/service and how does the institution determine <i>need</i>?</p>	<p>The need for Career Services and Placement Services at Shawnee Community College is driven by the college's mission to support student success and prepare students for the workforce. These services help students to <a href="#">identify</a> their career goals, develop job search skills, and connect with employers and job opportunities.</p> <p>The institution determines the need for these services through a variety of methods. First, the college collects student enrollment and career aspirations data to identify which programs and career paths are most popular among students. This information helps the college to tailor its Career Services and Placement Services to meet the needs of students in high-demand fields.</p> <p>Additionally, the college conducts surveys and focus groups with students and alumni to gather feedback on the effectiveness of its Career Services and Placement Services and identify areas for improvement. The college also engages with employers and industry partners to understand current and future workforce needs and develop partnerships that provide students with valuable internship and job opportunities.</p>

<p>1.3 If applicable, what is the student usage for this program/service?</p>	<p>To determine student usage of the program, Shawnee Community College tracks the number of students who attend job fairs and career expos, participate in interviews and career interest inventories, and receive job placement assistance. This data is used to understand the demand for the program and identify any areas for improvement.</p> <p>Additionally, the college is conducting <a href="#">surveys</a> with students who have utilized the Career Services and Placement Services to gather feedback on the program's effectiveness, the services' quality, and any suggestions for improvement. This feedback is used to refine the program further and ensure that it meets students' needs.</p> <p>Shawnee Community College continues to serve hundreds of individuals with Career Services and Placement Services through various initiatives, such as visiting <a href="#">high schools</a> to conduct interviews and career interest inventories, hosting job fairs and career expos, and providing job placement assistance. The college remains committed to improving the program and meeting the needs of its students and the community.</p> <p><b>Career Coach usage Mid-July 2022 to present:</b>  1,281 Total visits  299 Career Coach Profiles created  397 Career Assessments completed – 444 started  168 Resumes downloaded – 176 started  24,780 Widget views  8,317 Widget clicks  54 Career Coach clicks from Widget  23 Employers Profiles created  39 Job Postings total  10 Job Postings live currently</p>
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<p>1.4 How does the student usage compare to assessed need of the program/service?</p>	<p>To assess the need for the program/service, Shawnee Community College is currently <a href="#">analyzing</a> factors such as student enrollment numbers, industry demand for certain skills and occupations, and local employment trends. This data is used to identify areas where Career Services and Placement Services are most needed and tailor its services accordingly.</p> <p>The college regularly compares the assessed need of the program/service to the actual student usage by tracking the number of students who attend job fairs and career expos, participate in interviews and career interest inventories, and receive job placement assistance. By comparing the assessed need to actual student usage, the college can determine if it effectively reaches its target audience and meets its intended goals.</p> <p>Through ongoing assessment and analysis, Shawnee Community College strives to ensure that its Career Services and Placement Services program meets the needs of its students and the community.</p>
<p><b>Indicator: Cost</b></p>	
<p>2.1 What are the current expenditures of the department?</p>	<p>Total Budget: \$87,411</p>
<p>2.2 How is this program/service funded and what cost-effective strategies are in place to ensure sustainability?</p>	<p>Shawnee Community College funds its Career Services and Placement Services program through its institutional budget. The college uses a combination of state funding, tuition revenue, and grants to support the program and ensure its sustainability.</p> <p>To maximize the program's cost-effectiveness, the college has implemented several strategies to ensure sustainability. These include leveraging partnerships with employers to provide job opportunities for graduates, utilizing online resources and technology to minimize costs associated with print materials and in-person events, and regularly evaluating the program to identify any areas for improvement and cost-saving measures.</p> <p>Additionally, the college actively seeks grant opportunities to supplement its institutional budget and support the program. By exploring all available funding sources and implementing cost-effective strategies, Shawnee Community College is committed to ensuring the sustainability of its Career Services and Placement Services program.</p>

<b>Indicator: Quality</b>	
3.1 If applicable, how does the college program/service measure against any quality benchmark and standards?	N/A- Because of the coordinator change, access to past data is unavailable. We will report new information as it is available.
3.2 How does the college ensure that all staff are qualified and appropriate to overseeing or providing the program/service?	<p>The college ensures that all staff overseeing or providing the Career Services and Placement Services program are qualified and appropriate through several measures:</p> <ol style="list-style-type: none"> <li>1) Minimum qualifications: The college sets minimum qualifications for all positions, including those involved in the program/service. These qualifications may include education, experience, certifications, and other relevant factors.</li> <li>2) Job descriptions: The college creates job descriptions outlining the responsibilities, duties, and qualifications required for each position in the program/service.</li> <li>3) Recruitment and selection: The college follows established recruitment and selection procedures to ensure that all staff hired for the program/service meet the minimum qualifications and job requirements.</li> <li>4) Training and professional development: The college provides ongoing training and professional development opportunities to all staff involved in the program/service, to ensure they have the knowledge, skills, and resources needed to support students and meet program objectives effectively.</li> <li>5) Professional organizations: The college encourages and supports staff involvement in professional organizations, such as the <a href="#">National Association of Colleges and Employers</a> (NACE) and the International Career Counseling and Coaching Certification (IC3SP) Association, to stay up-to-date on best practices and trends in career services and placement.</li> </ol>

3.3 What, if any, innovations have been implemented within this program/service that other colleges may want to learn about?

How have these innovations had an impact on student success?

Shawnee Community College has implemented [Light Cast Career Coach](#), an innovative platform that provides students with personalized career coaching and job search resources. The platform utilizes artificial intelligence and machine learning to analyze student data and provide customized recommendations for career paths, job opportunities, and professional development resources.

This innovation has significantly impacted student success, providing students with a comprehensive and individualized approach to career development. By leveraging technology to deliver career coaching, students can access 24/7 support and guidance, regardless of location or schedule. Light Cast Career Coach has also helped increase student engagement with the Career Services and Placement Services program, as students are more likely to use online resources and tools.

Other colleges may benefit from implementing Light Cast Career Coach to enhance their career services and placement programs. The use of technology to provide personalized career coaching has the potential to increase student engagement and improve student outcomes, ultimately contributing to a more successful student body.

**Example Career Assessment:** This assists advisors, mentors, coaches, high schools, and the Career Placement Coordinator in making informed decisions regarding student placement.

#### Assessment Results

Your Top Three Traits are: **Enterprising, Artistic, Investigative**

 Download Full Results

#### Enterprising

Enterprising people are self-confident, outgoing, and optimistic. They like to organize, direct, and control the activities of groups. They are ambitious and like to be in positions of authority. They place a high value on status, power, money, and material possessions. They like to feel that they... [Show More](#)

#### Artistic

Artistic people are very creative, original, and individualistic. They like to be different and strive to stand out from the crowd. They like to express their personalities by creating new and different things with words; with music; with materials, through painting, carving, sculpturing, engraving... [Show More](#)

#### Investigative

Investigative people are naturally curious and inquisitive. They have a need to understand, explain, and predict the things that go on around them. They are scholarly and scientific in their attempts to understand things and tend to be pessimistic and critical when non-scientific, simplistic, or... [Show More](#)

[View Career Matches](#)

[Retake Assessment](#)

## Examples of the highest ranked Career Clusters from the Example Trait Assessment:

### Browse Careers

#### > Education and Training

Planning, managing and providing education and training services, and related learning support services.



#### > Human Services

Preparing individuals for employment in career pathways that relate to families and human needs.



#### > Marketing, Sales and Service

Planning, managing, and performing marketing activities to reach organizational objectives.



## Example of Career Assessment Results:

### Career Assessment Results

Career Coach | Shawnee Community College

#### Assessment Length

Short

#### Top Traits

Enterprising 100% Artistic 75% Investigative 50%

#### Other Traits

Social 50% Realistic 25% Conventional 0%

#### Top 5 Job Categories

1. Education and Training
2. Human Services
3. Marketing, Sales and Service
4. Arts, Audio/Video Technology and Communications
5. Business Management and Administration

#### Top 10 Career Matches

1. Writer or Author
2. Public Relations Specialist
3. Chef or Head Cooks
4. Lawyer
5. Fashion Designer
6. Hairdresser, Hairstylist, or Cosmetologist
7. Art Director
8. Legislator
9. Law Teacher, Postsecondary
10. Training and Development Manager

3.4 What are the strengths of this program or service?

Shawnee Community College's Career Services and Placement Services program has several strengths that contribute to its effectiveness in supporting students and the community.

One key strength is its personalized approach to career development. The program offers individualized career coaching, job search assistance, and professional development resources tailored to each student's unique needs and interests. This approach helps to ensure that students are well-prepared to enter the workforce and pursue fulfilling careers.

Another strength of the program is its strong partnerships with employers in the local community. The program works closely with employers to identify job opportunities, provide career information and resources, and facilitate connections between students and potential employers. This partnership helps to ensure that students are connected with relevant job opportunities and that employers have access to a skilled and well-prepared workforce.

Additionally, the program's innovative technology, such as Light Cast Career Coach, helps provide students with 24/7 access to career coaching and resources, regardless of their location or schedule. This ensures all students benefit from the program's resources and support.

Overall, the personalized approach to career development, strong partnerships with employers, and innovative use of technology are key strengths of Shawnee Community College's Career Services and Placement Services program.

<p>3.5 What are the challenges or weaknesses of the program/service?</p>	<p>While the Career Services and Placement Services program at Shawnee Community College has many strengths, there are also some challenges and weaknesses the program faces. These include:</p> <ol style="list-style-type: none"> <li>1) Limited resources: The program may need more financial and human resources, which can impact student support and services.</li> <li>2) Limited employer partnerships: The program may face challenges in developing and maintaining relationships with employers and industry partners, which can impact job placement and employer satisfaction rates.</li> <li>3) Limited student awareness and engagement: The program may need help reaching and engaging all students, particularly those who need to be aware of or utilize the available services and resources.</li> <li>4) Limited data on outcomes: The program may need help tracking and reporting outcomes, such as job placement rates and student success, due to limited data collection and analysis systems.</li> </ol>
<p>3.6 What tools were utilized to determine program/service strengths and challenges? i.e., student surveys, focus groups, interviews, co-curricular assessment, etc.</p>	<p>These include key performance indicators (KPIs), student surveys, and continuous quality improvement (CQI) processes. Additionally, board monitoring reports are used to assess the effectiveness and impact of the program/service. These tools enable the collection of valuable data and feedback from various stakeholders, such as students, employers, and board members. This information is used to identify areas of strength and improvement and inform decision-making processes for program/service enhancements.</p>
<p>3.7 What, if any, continuous improvement processes are in place and utilized to evaluate data and implement solutions?</p>	<p>N/A- The College did an <a href="#">organizational restructure</a> in January 2022. Career Services is now a part of the Student Success Department. The current Career Services Coordinator does not have access to previous data. We have implemented new processes and programs to capture data, usage, and customer satisfaction with services.</p>
<p>3.8 What disaggregated data was collected, measured, and evaluated to assess program/service effectiveness?</p>	<p>N/A</p>

3.9 Were there any identifiable equity gaps in the data? Please explain.	N/A
3.10 How is the college seeking opportunities to close the gap and provide equitable access to programs and services?	N/A
3.11 How does the program or service address inequities in instructional programs, if appropriate?	N/A

<b>Review Results</b>	
<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	
<b>To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</b>	The Career Services Coordinator is holding office hours at all of the Outreach centers and going to all available high schools to be available and meet with students and community members.
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	

<b>Resources Needed</b>	Higher In-State mileage reimbursement budget.
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	VP of Student Affairs Director of Student Success Career Services Coordinator

<b>Remedial Math</b>	
<i>COLLEGE NAME:</i>	Shawnee Community College
<i>FISCAL YEAR IN REVIEW:</i>	2018-2022
<b>REVIEW SUMMARY</b>	
<b>PROGRAM OBJECTIVES</b> What are the objectives or goals of the program/discipline?	To provide instruction to students deemed not college-ready by preparing them for successful completion of a gateway mathematics course.
To what extent are these objectives or goals being achieved?	After reviewing the Developmental Education Reform Act (DERA) report submitted to ICCB on May 1, 2022, where only 3 of 37 students (8.1%) passed the gateway math course, the Math Department determined that changes in the math curriculum were needed.
How does this program contribute to other fields and the mission of the college?	Students who have not tested into a requisite gateway math course (100 level or above) must start in, and successfully complete with a C or better, a developmental math course.
<b>PRIOR REVIEW UPDATE</b> Describe any quality improvements or modifications made since the last review period.	The Math department utilized funding from the Developmental Educational Innovation Grant for Corequisite Development to contract with consultant Kathy Almy of Almy Education, to redesign the developmental math program and implement multiple measures placement. MAT 039 (Development Math) and MAT 042 (Geometry) were both withdrawn during this review period. MAT 043 will be made inactive since course content has been integrated into the following corequisite courses: MAT 110 General Education Mathematics (offered concurrently with MAT 090 General Education Mathematics Corequisite Lab), MAT 120 College Algebra with Review, and MAT 208 General Elementary Statistics with Review. MAT 120 was offered in Spring 2023. MAT 110 (corequisite), MAT 120, and MAT 208 will be offered in Fall 2023. ALEKS-PPL is being used to supplement instruction in MAT 041 Introduction to Algebra, to meet the needs of students who are not college-ready based on all of the College's placement measures.
<b>REVIEW ANALYSIS</b>	
Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. Review will be sent back if any of the below fields are left empty or inadequate information is provided.	
<b>INDICATOR 1: NEED</b>	<b>RESPONSE</b>

<p>1.1 Detail how the offerings are sufficient and aligned to meet the needs of students across all programs served and supportive academic programs (e.g. tutoring, co-requisite, summer bridge, AE-ICAPS, foundational mathematics).</p>	<p>The math department works with other department to ensure courses are scheduled at times conducive to other program needs. For example, MAT 121 Technical Mathematics, is offered when students who are enrolled in CTE programs requiring that course are available. Also, MAT 122 Mathematics for Healthcare Professionals, is offered at times when nursing students are available.</p>
<p><b>INDICATOR 2: COST EFFECTIVENESS</b></p>	<p><b>RESPONSE</b></p>
<p>2.1 What are the costs associated with this program?</p>	<p>Faculty salaries and benefits, instructional supplies, and professional development are the main costs associated with this program. The College also offers professional tutoring through the Testing Center; however, this is not part of the math department’s budgeted expenditures.</p>
<p>2.2 How is the college paying for this program and its costs (e.g. grants, etc.)?</p>	<p>Institutional funding is used to pay faculty salaries and tutoring services. Over the course of the past two years, faculty stipends for new course development and math program redesign were able to be funded by a combination of the ICCB Developmental Education Innovation and ASPIRE grants; otherwise, new course development stipends are institutionally funded. The College was fortunate to be able to purchase ALEKS-PPL user licenses through the ICCB Developmental Education Innovation Grant for Corequisite Development to offset expenditures.</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>Most of the costs are institutionally funded unless there are available grants that offset program costs. All costs associated with this program are sustainable using institutional funding.</p>
<p>2.4 Based upon this review, what steps are being taken to offer curricula more cost-effectively?</p>	<p>The math department has reduced the number of remedial courses, making it possible for a student who enters the College to enroll in a transfer-level (gateway) math course by the end of year one; significantly decreasing time to graduation. The math department has also developed corequisite courses and implemented multiple measures placement.</p>
<p>2.5 Are there needs for additional resources? If so, what are they?</p>	<p>Additional math tutors in the College’s Tutoring Center, and perhaps at Extension Centers, might prove beneficial to student success. Also, if ALEKS-PPL is used in lieu of AccuPlacer, as the College’s placement testing program, the College would have additional costs they would incur due to the significant differences in price.</p>

<b>INDICATOR 3: QUALITY</b>	<b>RESPONSE</b>
3.1 How is the college working with high schools to reduce remedial needs?	The College has partnered with several high schools on the implementation of transitional math. Additionally, the College has implemented multiple measures placement.
3.2 What is the college doing to develop and implement co-requisite or pathway models to ensure students placing into development education finish the sequence within one academic year?	The math department has developed three corequisite math courses (MAT 110, MAT 120, and MAT 208) to ensure students are enrolled in a transfer-level (gateway) math course within one academic year. Multiple measures placement has also been implemented.
3.3 Provide a description of the remedial/developmental sequence. Colleges may attach a graphic representation.	(See attached Math Flowchart)
3.4 Are there any alternative delivery methods of this program? (online, flexible-scheduling, team-teaching, accelerated, etc.)?	The College offers math courses in three modalities: Traditional face-to-face, online, and interactive television (ITV). Data has shown that students do not prefer the ITV modality and have lower success rates; therefore, the math department is in the process of limiting the number of math sections offered via ITV.
3.5 What innovation has been implemented or brought to this program?	MAT 043 Intermediate Algebra concepts will be taught as part of an integrated review into the following courses: College Algebra (MAT 120) and General Elementary Statistics (MAT 208). MAT 110 General Education Mathematics will be offered concurrently with newly developed corequisite lab course, MAT 090 General Education Mathematics Corequisite Lab. All courses will save students both time and money and allow them to complete a gateway math course in year one. Also, MAT 120 uses an access card with MyMathLab homework and e-book, saving students textbook costs.
3.6 To what extent is the program integrated with other instructional programs and services?	The developmental math program aims to prepare students for gateway math courses and is minimally integrated with other programs; however, it is significantly tied to overall student completion, as was evident in the DERA report.
3.7 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	The College is part of a cohort of 10 community colleges partnering with the non-profit group, Women Employed, as part of the ASPIRE project. The math department has worked with consultant, Kathy Almy of Almy Education, on math redesign, the implementation of transitional math in district high schools, multiple measures placement, and corequisite course development.

<p>3.8 How well are completers of remedial/developmental courses doing in related college-level courses?</p>	<p>Historically, and according to the DERA report, most developmental math students have not been successful in the completion of a gateway math course, which has adversely impacted completion. The information the College and math department learned from the DERA report was the driving force behind the math curriculum redesign and implementation of multiple measures placement.</p>
<p>3.9 What professional development or training is offered to instructors and/or staff to ensure quality programming?</p>	<p>Kathy Almy (Almy Education) has provided guidance and resources (from other institutions that have already implemented math corequisites successfully) throughout the redesign process. Math faculty also attend the IMACC annual conference to ensure they are current with best practices in the discipline.</p>

**LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM.**

1. The amount of meeting time and number of months it took to implement multiple measures and development of corequisites.
2. Very few district high schools are offering Transitional Math.
3. Availability of tutoring assistance for students in the Tutoring Center.

**DATA ANALYSIS FOR REMEDIAL MATH**

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

<i>COURSE TITLE</i>	MAT 039 Developmental Math ( <i>This course was withdrawn on 11/7/2022.</i> )				
<i>COURSE DESCRIPTION</i>	This is a review of basic arithmetic concepts and operations: addition, subtraction, multiplication, and division of whole numbers, fractions, decimals, percentages and metrics. Students are placed into this course by their placement scores. In order to advance to the next mathematics course (MAT 041), students must complete this course with a grade of "A", or a comparable score on the exit exam for this course.				
	<i>2018</i>	<i>2019</i>	<i>2020</i>	<i>2021</i>	<i>2022</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	9	11	0	0	0
<i>CREDIT HOURS PRODUCED</i>	27	33	0	0	0
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	77.78%	54.55%	0	0	0

**DATA ANALYSIS FOR REMEDIAL MATH**

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

<i>COURSE TITLE</i>	MAT 041 Introduction to Algebra				
<i>COURSE DESCRIPTION</i>	This course is an introduction to the algebraic fundamentals. The material covered in this course includes operations on signed numbers, linear equations and inequalities, exponents, polynomials, and rational expressions. It is designed for students who have had no algebra or who desire a review of this material. Successful completion of this course should prepare a student for Intermediate Algebra-MAT 043.				
	<i>2018</i>	<i>2019</i>	<i>2020</i>	<i>2021</i>	<i>2022</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	154	135	154	89	106
<i>CREDIT HOURS PRODUCED</i>	462	405	462	267	318
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	72.08	70.35	70.13	68.54	67.92

**DATA ANALYSIS FOR REMEDIAL MATH**

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

<i>COURSE TITLE</i>	MAT 042 Introduction to Geometry ( <i>This course was withdrawn on 1/3/2000.</i> )				
<i>COURSE DESCRIPTION</i>	This course covers the fundamental concepts of geometry for students who lack credit for one year of high school geometry or who need a review of the subject matter. It is similar to a one-year course in high school geometry. Deductive and inductive reasoning and direct and indirect proofs are an integral part of this course as well as concepts of undefined terms, axioms, and theorems. Other topics include triangles, congruence, lines, angles, circles, parallelism, perpendicularity, polygons, and construction techniques.				
	<i>2018</i>	<i>2019</i>	<i>2020</i>	<i>2021</i>	<i>2022</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	0	0	0		
<i>CREDIT HOURS PRODUCED</i>	0	0	0		

<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	NA	NA	NA		
<b>DATA ANALYSIS FOR REMEDIAL MATH</b>					
Please complete for each course reviewed as part of the Remedial Math, Cross-Disciplinary Review. Provide the most recent 5 year longitudinal data available.					
<i>COURSE TITLE</i>	MAT 043 Intermediate Algebra				
<i>COURSE DESCRIPTION</i>	This course is an intermediate-level course in Algebra. It includes properties and operations of the real number systems, equations and inequalities, polynomials, rational expressions, powers, roots, radicals, functions, and graphing.				
	<i>2018</i>	<i>2019</i>	<i>2020</i>	<i>2021</i>	<i>2022</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	176	165	212	127	99
<i>CREDIT HOURS PRODUCED</i>	880	825	1060	635	495
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	80.11	72.73	77.36	77.17	77.78
<b>REVIEW RESULTS</b>					
<b>RATIONALE</b> Provide a brief summary of the review findings and a rationale for any future modifications.	The math department recognizes that many developmental math students do not successfully enroll in or complete their gateway math course. As such, have revamped the remedial math program to expedite a student's time to completion of a gateway math course. The math department is excited to implement corequisites courses and analyze the success rates.				
<b>INTENDED ACTION STEPS</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	MAT 110, MAT 120, and MAT 208 corequisites will be offered in Fall 2023. ALEKS-PPL will be utilized with MAT 041 to provide additional remediation to the College's lowest performing students. As part of the second phase of the ASPIRE project, the math department is planning to develop a summer bridge program using ALEKS-PPL, with the goal of corequisite math placement for any student who is not college-ready in math, by the time they enter the College.				