

<b>PROGRAM REVIEW COVER PAGE</b>	
<i>COLLEGE</i>	Shawnee Community College
<i>DISTRICT NUMBER</i>	53101
<i>CONTACT PERSON (NAME, TITLE, CONTACT INFORMATION)</i>	Kristin Shelby, Ph.D. Dean of Academic Affairs Phone: 618-634-3240 Email: kristins@shawneecc.edu
<i>FISCAL YEAR REVIEWED:</i>	FY21
<b>DIRECTORY OF REVIEWS SUBMITTED</b>	
<i>AREA BEING REVIEWED</i>	<i>PAGE NUMBERS</i>
<i>CAREER AND TECHNICAL EDUCATION</i>	CIP 470604 Automotive Technology.....1
	CIP 511502 Direct Support Provider.....10
	CIP 510803 Occupational Therapy Assistant.....18
	CIP 440701 Social Work.....27
	CIP 490205 Truck Driving.....36
<i>ACADEMIC DISCIPLINES</i>	Social and Behavioral Sciences.....45
	• GOV 117 American Government.....50
	• HIS 214 History of the United States to 1877.....52
	• HIS 215 History of the United States from 1877.....54
	• PSY 211 Intro to Psychology.....56
	• PSY 216 Social Psychology.....58
	• PSY 217 Developmental Psychology..... 60
	• PSY 218 Child Psychology..... 62
	• PSY 219 Abnormal Psychology.....64
	• SOC 122 Introduction to Social Problems.....66
	• SOC 212 Sociology.....68
• SOC 217 Marriage and Family.....70	
• SOC 218 Cultural Diversity.....72	
<i>CROSS- DISCIPLINARY INSTRUCTION</i>	Vocational Skills..... 74

**Program Review 2017-2021 Cover Page**

<p align="center"><i>STUDENT AND ACADEMIC SUPPORT SERVICES</i></p>	<p>Athletics.....78</p> <p>Business Services</p> <ul style="list-style-type: none"> <li>• Bookstore.....81</li> <li>• Bursar Office.....82</li> </ul> <p>Student Activities and Clubs</p> <ul style="list-style-type: none"> <li>• History Club..... 83</li> <li>• Math and Science Club..... 85</li> <li>• Phi Beta Lambda..... 87</li> <li>• Phi Theta Kappa.....90</li> <li>• Scholar Bowl.....93</li> <li>• Social Work Club..... 95</li> <li>• Student Ambassadors.....96</li> <li>• Student Senate..... 98</li> </ul>
<p align="center"><i>PRIOR REVIEW SUPPLEMENTAL INFORMATION</i></p>	<p>None</p>
<p align="center"><i>OTHER ATTACHMENTS AS NECESSARY</i></p>	<p>None</p>

<b>Career &amp; Technical Education</b>				
College Name:		Shawnee Community College		
Academic Years Reviewed:		FY16-FY20		
<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>Automotive Technology</b>	<b>Degree</b>	<b>62</b>	<b>470604</b>	<b>Automotive Technician Assistant, Automotive Maintenance and Light Repair Auto Body</b>
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
<b>Program Objectives</b> What are the overarching objectives/goals of the program?		The Automotive Technology AAS program is designed to provide the student with the necessary knowledge and skills for employment as a line technician, diagnostic technician, and factory representative or factory technician. The program combines laboratory work and diagnostic skills to prepare the student for employment. The one-year certificate program is designed to provide the student with the necessary knowledge and skills required for employment as an automotive technician's assistant. The less-than one-year certificate will prepare students for employment in areas of the automotive field such as dealerships, independent garages, service stations, and specialty shops which cover tune-ups and brakes. Students will learn basic shop operations, diagnoses, basic repair, interpretation of manuals, and skillful use of tools and equipment.		
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?		The objectives of the Automotive Technology program are being achieved due to employer satisfaction with our students as well as results from core competency assessment. The program also uses a rubric in core competency assessment to ensure that students are meeting the objectives of the program.		
<b>Past Program Review Action</b> What action was reported last time the program was reviewed? Were these actions completed?		Continued with minor improvements.		
<b>Review Team</b> Please identify the names and titles of faculty and staff who were major participants in the review of this program.		Derek Pender -Transportation Instructor: lead instructor, initial review of the program Ruth Smith- BOT Division Chair Dr. Kristin Shelby-Dean of Academic Affairs & Student Learning/ Perkins Administrator		

Also describe their role or engagement in this process.	
<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.	Annual advisory meetings play an integral role in the review of CTE programs at SCC. Stakeholders include students, former students, employers, WIOA partners, and university partners. All stakeholders share input at advisory meetings which guides the curriculum development process.

**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.	There are no prerequisites for this program; therefore, no analysis was conducted.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	This program is currently at 62 credit hours and contains OSHA, and several general elective courses; all designed to enhance the knowledge and employability of the student.
<b>Indicator 1: Need</b>	<b>Response</b>
1.1 What is the labor market demand for the program?	When defining “need” as at least 10 projected annual job openings, there appears to be a projected need for “Automotive Body and Related Repairers” and “Automotive Services Technicians and Mechanics” in southeast Missouri and western Kentucky, and “Automotive Service Technicians and Mechanics” in southern Illinois.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Automotive was not identified as a top growing occupation from 2010-2020, as stated in the ICCB Economic Impacts and Student Employment Outcomes 2021 report; however, “Automotive Service Technicians and Mechanics” was among the top 5 occupations that often require a certificate and/or license with 12 annual openings.
1.3 What labor market information sources are utilized?	ICCB 2021 Economic Impacts and Student Employment Outcomes report, EMSI 2020, Illinois Department of Labor LIWA 26 Occupations Projections

1.4 How does the institution/program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	Advisors serve a dual role as recruiters when on high school visits. The college hosts two events at SCC that serve as recruiting days for our programs. The first is Shawnee Experience, held annually in October, for high school seniors. The other event is CTE Day, held annually in February, for high school juniors and seniors. Both events provide students with hands-on samplings of the college’s programs. CTE faculty also attend career fairs in the high schools and community to recruit for their programs.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	All academic changes must go through the Curriculum & Instruction Committee. Department Chairs submit their request to the Dean and VP of Instruction, who then submits the changes as “action items” to the Chair of the C&I Committee.
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	The SCC Automotive Program is working toward regaining its accreditation with NATEF, as well as certifying the program as an official Program of Study with ICCB.
<b>Indicator 2: Cost Effectiveness</b>	<b>Response</b>
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: <ul style="list-style-type: none"> <li>• What are the costs to the institution associated with this program?</li> <li>• How do costs compare to other similar programs on campus?</li> <li>• How is the college paying for this program and its costs (e.g. grants, etc.)?</li> </ul>	The institution examines cost vs. revenue for all CTE programs annually. Presently, the Automotive program is funded with institutional funds for salary and benefits and a small amount of supplies and equipment. Perkins V funds help offset the institution’s costs for instructional supplies and equipment. The Automotive program is similar in cost to HVAC and Welding.
2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	The college is a Perkins V recipient. Currently, the college has a grant writer so institutional costs are offset by grant funding.
2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	The college is actively seeking grants for career and technical programs. Additionally, the college is seeking to contract with a tool company to provide discounted tools for students so they can build their toolbox gradually over the course of the program.

2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?	Students are responsible for tuition (\$125 per credit hour), fees (\$15 technology fee per credit hour), books, and certain supplies. Perkins V assistance is available to all CTE students.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	The SCC Automotive program is seeking accreditation with NATEF.
<b>Indicator 3: Quality</b>	<b>Response</b>
3.1 What are the program's strengths?	The SCC automotive program consists of two stackable certificates and an AAS, which can all be completed in two-years. Students receive hands-on experience and one-on-one instruction. The automotive shop has up-to-date technology and equipment. This degree has been articulated with the Bachelor of Science degree in Automotive Technology at Southern Illinois University at Carbondale under the Capstone option.
3.2 What are the identified or potential weaknesses of the program?	One of the weaknesses was being remote due to the Covid 19 pandemic. We used an online training module which allowed students to complete lab hours, but was not as effective as hand-on instruction.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?	The SCC Automotive program is traditional in format with lab and lecture. This year the program used a hybrid format due to Covid-related absences.
3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB <sup>1</sup> ? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.	The Automotive program will be completing a POS application in Spring 2022.

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

<p>3.5 Does this program meet the definition of a <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. If no, please describe if and how the college will improve the program based on the career pathway elements.</p>	<p>The Automotive program at SCC does meet the definition of a career pathway program. There is a dual credit component as well as an opportunity for students to transfer to SIUC into their Bachelor of Science in Automotive Technology.</p>
<p>3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p>	<p>The SCC Automotive program uses an advisory committee made up of professionals in the industry to make sure that our program stays up to date with industry standards.</p>
<p>3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p>	<p>The SCC Automotive program does have dual credit opportunities and is offered to several high schools in the SCC district.</p> <ul style="list-style-type: none"> <li>• Century HS (ENG 111)</li> <li>• Cobden HS (PSY 211)</li> <li>• Egyptian HS (ENG 111, SPC 111)</li> <li>• Goreville HS (ENG 111)</li> <li>• Joppa HS (AUT 130, AUT 131, ENG 111)</li> <li>• Massac HS (COM 111, ENG 111)</li> <li>• Shawnee HS (ENG 111)</li> <li>• Vienna HS (AUT 130, AUT 131, ENG 111)</li> </ul>
<p>3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>The SCC Automotive program uses hands-on training and diagnostics as part of the curriculum for labs to give students a chance to prepare for a career in the automotive industry.</p>
<p>3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).</p>	<p>The SCC Automotive program is currently working toward regaining its accreditation with NATEF.</p>
<p>3.10 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>Not currently.</p>
<p>3.11 Is this an apprenticeship program? If so, please elaborate.</p>	<p>No</p>

3.12 If applicable, please list the licensure examination pass rate.	Not applicable
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	SIUC into a Bachelor of Science in Automotive Technology
3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	SIUC with the Bachelor of Science in Automotive Technology capstone degree
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?	The fulltime faculty of the SCC Automotive program receive over 20 hours a year of continued education and professional development that meets NATEF standards.
3.16 What is the status of the current technology and equipment used for this program?	The SCC Automotive program's equipment is currently up-to-date. The Program utilizes Perkins V funding to create wish lists for future equipment updates in order to meet current industry standards.
3.17 What assessment methods are used to ensure student success?	Skill competency exams.
3.18 How are these results shared with others at the institution for continuous improvement?	All CTE programs participate in the college's assessment process. Each program is responsible for a core competency assessment, as well as an annual Continuous Quality Improvement (CQI) form. The college is in the process of developing an assessment page where program, course, and institutional reporting will be housed.
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	The SCC Automotive program has adopted an updated textbook to the curriculum to meet current industry standards.
3.20 How satisfied are students with their preparation for employment?	Employers were satisfied with the students' skill level in preparation for employment.
3.21 How is student satisfaction information collected?	Student satisfaction information is collected in the form of survey monkey.
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers serve on the Program's Advisory Committee and help with curriculum design. The Program also hosts a tech talk series where local employers come and speak with our students, giving students a chance to engage and ask questions to future employers.

3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The program advisory committee helps the program by making sure that the program stays current with the industry standards. It can be improved by holding more frequent advisory meetings. The advisory committee did not get to meet this year due to the Covid 19 pandemic.
3.24 How satisfied are employers in the preparation of the program's graduates?	The employers are pleased with the preparation of SCC students; however, almost every employer stated that students lack soft skills needed to hold down employment.
3.25 How is employer satisfaction information collected?	Surveys and Advisory Committee meeting minutes.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	The need for industry recognized credentials.
<i>LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.</i>	
None	

### Performance and Equity

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

CTE Program	Automotive Technology				
CIP Code	470604				
	FY16	FY17	FY18	FY19	FY20
Number of Students Enrolled	9	9	5	4	4
Number of Completers	1	0	2	1	2
Other (Please identify)					
How does the data support the program goals? Elaborate.	The data supports the goals to target more traditional and non-traditional learners for this program. According to data from the ICCB Economic Impact Survey, approximately 48% of SCC's District population had less than an associate's degree.				
What disaggregated data was reviewed?	The data reviewed was disaggregated by gender, ethnicity, age, and by county in order to know how to target recruiting efforts.				
Were there gaps in the data? Please explain.	The obvious was the numbers of females enrolled in the program. Additionally, a majority of students are white and Hispanic. Recruitment efforts need to target students of other ethnicities.				
What is the college doing to overcome any identifiable gaps?	All initiatives must be tied to the college's Strategic Plan, which relies on data metrics and bridging those identifiable gaps.				
Are the students served in this program representative of the total student population? Please explain.	No, there are higher female and African-American populations enrolled at SCC than are reflected in this program.				
Are the students served in this program representative of the district population? Please explain.	No, there is a higher African-American population in the SCC District than is reflected in this program.				
<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.	Other than industry recognized credentials for the program, it seems to be serving student needs for employment.
<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Industry recognized credentials in d
<b>Resources Needed</b>	Continued Perkins V funding for large equipment purchases.
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	Automotive program faculty, Department Chair, and Dean of Career and Technical Education

<b>Career &amp; Technical Education</b>				
College Name:		Shawnee Community College		
Academic Years Reviewed:		FY16-FY20		
<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>Direct Support Provider</b>	<b>Cert</b>	<b>7.5</b>	<b>511502</b>	<b>None</b>
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
<b>Program Objectives</b> What are the overarching objectives/goals of the program?				
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?				
<b>Past Program Review Action</b> What action was reported last time the program was reviewed? Were these actions completed?		Placed on Inactive Status  This program was scheduled to be withdrawn effective 8/1/2016; however, the program was not officially withdrawn and has not been offered nor has had enrollment during this review period.		
<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.				
<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.				

## 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.	
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	
<b>Indicator 1: Need</b>	<b>Response</b>
1.1 What is the labor market demand for the program?	
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	
1.3 What labor market information sources are utilized?	
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?)	
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	
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.	

<b>Indicator 2: Cost Effectiveness</b>	<b>Response</b>
<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> <li>• What are the costs to the institution associated with this program?</li> <li>• How do costs compare to other similar programs on campus?</li> <li>• How is the college paying for this program and its costs (e.g. grants, etc.)?</li> </ul>	
<p>2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.</p>	
<p>2.3 What are ways that the college will be increasing the cost-effectiveness of this program?</p>	
<p>2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?</p>	
<p>2.5 Did the review of program cost result in any actions or modifications? Please explain.</p>	
<b>Indicator 3: Quality</b>	<b>Response</b>
<p>3.1 What are the program's strengths?</p>	
<p>3.2 What are the identified or potential weaknesses of the program?</p>	
<p>3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?</p>	

<p>3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB<sup>1</sup>? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.</p>	
<p>3.5 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. If no, please describe if and how the college will improve the program based on the career pathway elements.</p>	
<p>3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p>	
<p>3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p>	
<p>3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	

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

3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	
3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	
3.11 Is this an apprenticeship program? If so, please elaborate.	
3.12 If applicable, please list the licensure examination pass rate.	
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	
3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?	
3.16 What is the status of the current technology and equipment used for this program?	
3.17 What assessment methods are used to ensure student success?	
3.18 How are these results shared with others at the institution for continuous improvement?	
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	

3.20 How satisfied are students with their preparation for employment?	
3.21 How is student satisfaction information collected?	
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	
3.24 How satisfied are employers in the preparation of the program's graduates?	
3.25 How is employer satisfaction information collected?	
3.26 Did the review of program quality result in any actions or modifications? Please explain.	
<p><i>LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.</i></p>	
<p></p>	

## Performance and Equity

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

CTE Program	Direct Support Provider				
CIP Code	511502				
	FY16	FY17	FY18	FY19	FY20
Number of Students Enrolled	0	0	0	0	0
Number of Completers	0	0	0	0	0
Other (Please identify)					
How does the data support the program goals? Elaborate.					
What disaggregated data was reviewed?					
Were there gaps in the data? Please explain.					
What is the college doing to overcome any identifiable gaps?					
Are the students served in this program representative of the total student population? Please explain.					
Are the students served in this program representative of the district population? Please explain.					
<b>Review Results</b>					
<b>Action</b>	<input type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input checked="" type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)				

<p><b>Summary Rationale</b> Please provide a brief rationale for the chosen action.</p>	
<p><b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	
<p><b>Resources Needed</b></p>	
<p><b>Responsibility</b> Who is responsible for completing or implementing the modifications?</p>	

<b>Career &amp; Technical Education</b>				
College Name:		Shawnee Community College		
Academic Years Reviewed:		FY16-FY20		
<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>Occupational Therapy Assistant</b>	<b>Degree</b>	<b>70</b>	<b>510803</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.				
<b>Program Objectives</b> What are the overarching objectives/goals of the program?		<p>Students of Southern Illinois Collegiate Common Market Occupational Therapy Assistant Program will:</p> <ul style="list-style-type: none"> <li>• Complete program coursework and fieldwork successfully,</li> <li>• Pass national certification examination for occupational therapy assistant upon graduation,</li> <li>• Demonstrate ability to provide high quality entry-level occupational therapy assistant services, under the necessary supervision of an occupational therapist, in consumer and client-care environments,</li> <li>• Incorporate values and attitudes congruent with the profession's core values and code of ethics.</li> <li>• Demonstrate the understanding of need for life-long personal and professional growth,</li> <li>• Recognize employment opportunities in traditional and non-traditional settings</li> </ul>		
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?		The program has been successful in graduating students who are successfully passing their national board exam.		
<b>Past Program Review Action</b> What action was reported last time the program was reviewed? Were these actions completed?		Continued with minor improvements. Yes.		
<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.		Kim Langley - Program Director Krysta Lundquist - Academic Fieldwork Coordinator		

<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><b>Testing Services</b> provides the Health Occupations Aptitude Exam (HOAE) pre-entrance test.</p> <p><b>Admissions</b> calculates student rank using weighted grades for previous college coursework in addition to the HOAE test results</p> <p><b>Financial Aid</b> assist with finances to allow students to attend the program.</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>No.</p>
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>Current course content is necessary to meet Accreditation Council for Occupational Therapy Education (ACOTE) standards and is designed to allow the student to maintain full-time status each semester.</p>
<p><b>Indicator 1: Need</b></p>	<p><b>Response</b></p>
<p>1.1 What is the labor market demand for the program?</p>	<p>There remains consistent demand for OTAs locally. Increased demand is expected with the aging baby boomer population.</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>Per the U.S. Bureau of Labor Statistics, Occupational Therapy (OT) Assistants are expected to grow 35% from 2019 to 2029, much faster than the average of all occupations.</p>
<p>1.3 What labor market information sources are utilized?</p>	<p>U.S. Bureau of Labor Statistics <a href="https://www.bls.gov/ooh/healthcare/occupational-therapy-assistants-and-aides.htm#tab-6">https://www.bls.gov/ooh/healthcare/occupational-therapy-assistants-and-aides.htm#tab-6</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>Students are recruited from local high schools as well as through social media and word-of-mouth.</p>

1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	An annual report is completed after data is collected concerning the effectiveness of the current curriculum. The report is then presented to the advisory board and campus representatives. Changes to improve curriculum are discussed and necessary steps are then followed to make improvements.
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.	Only changes needed were changes to course content to incorporate what was best practice for current clinical and employment arenas.
<b>Indicator 2: Cost Effectiveness</b>	<b>Response</b>
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: <ul style="list-style-type: none"> <li>• What are the costs to the institution associated with this program?</li> <li>• How do costs compare to other similar programs on campus?</li> <li>• How is the college paying for this program and its costs (e.g. grants, etc.)?</li> </ul>	The program is particularly cost-effective as it is provided as part of a consortium with another community college.
2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	This program is not directly offset by grant funding. Consortium model.
2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	No need for increased cost-effectiveness has been identified.
2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?	Cost to students include tuition, books, uniform (khakis and polo, tennis shoes), immunizations required for fieldwork, and fees. Financial aid is available to students through the college.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	No actions or modifications were necessary.

Indicator 3: Quality	Response
3.1 What are the program's strengths?	This program has an excellent completion rate (other than in FY19 for some strange reason) and many students have jobs before the graduate.
3.2 What are the identified or potential weaknesses of the program?	The program is located in Herrin, IL. Although SCC participates in the consortium and students know this when enrolling, there is still a one-hour commute for the students in SCC's district.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?	Delivery methods are traditional full-time format with two online courses (one each academic year -- in the first and fourth semesters). Grading scale is the same for both online and traditional courses. All students have the same online and traditional courses (each course is only offered in one format).
3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB <sup>1</sup> ? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.	Not at this time. The college does plan to seek Program of Study approval in the future.
3.5 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. If no, please describe if and how the college will improve the program based on the career pathway elements.	<p>Yes, graduates of the OTA program earn an Associates in Applied Science in Occupational Therapy Assistant degree. They can advance their education through an occupational therapy bridge program (from an AAS in OTA to a Master of Occupational Therapy (OT) degree).</p> <p>Ongoing relationship is maintained with area therapy directors and practitioners through the OTA advisory board committee meetings, fieldwork site visits, and employer surveys -- all providing valuable program feedback.</p> <p>Lab and fieldwork are throughout the curriculum.</p>

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

3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	Academic difficulty alerts are issued to students who are at or near failing at about 4, 8, and 12 weeks each semester. These alerts must be signed and returned to the instructor, and the student is encouraged to discuss their grade/progress with the instructor at that time.
3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Core OTA courses are not dual credit. However, general education courses required for the AAS in Occupational Therapy Assistant could be attained through dual credit.
3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	Work-based learning opportunities are provided in all Fall and Spring semesters. The first three 24 to 30-hour fieldwork experiences build upon each other from observation, to observation with supervised guided practice in physical disability settings, to finally psych-based community rotations. The final fieldwork experiences are full-time for 16 weeks where the student is mentored to gain entry-level OTA competence.
3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	Yes, accreditation by the Accreditation Council of Occupational Therapy Education (ACOTE) is required.
3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	Yes, a physical agent modality (PAM) two-day didactic training required for use of PAMs in Illinois is built-in to our curriculum. NBCOT board exam prep is also part of the Admin. course.
3.11 Is this an apprenticeship program? If so, please elaborate.	No.
3.12 If applicable, please list the licensure examination pass rate.	NBCOT for the OTA pass rate is 100% - 2020; 88% - 2019; 93% - 2018; 90% - 2017; 94% - 2016.
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	There are no current articulation agreements in place.
3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	No new partnerships have been formed.

<p>3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?</p>	<p>Participation in continuing education workshops such as American Occupational Therapy Association's Leadership Council and Education Summit are available to full-time faculty. Faculty maintain current licensure and membership in state and national Occupational Therapy associations. These are also provided by the program to full-time faculty to ensure high quality of the program.</p>
<p>3.16 What is the status of the current technology and equipment used for this program?</p>	<p>Online clinical videos and simulations are used as an adjunct to the first clinical courses. Zoom has been utilized for guest speakers. There is need for more current equipment for simulation/labs.</p>
<p>3.17 What assessment methods are used to ensure student success?</p>	<p>Written tests, competency (practical hands-on) testing, evaluation of performance by fieldwork supervisors. Discussion and role play with instructor feedback are also utilized.</p>
<p>3.18 How are these results shared with others at the institution for continuous improvement?</p>	<p>Southern Illinois Collegiate Common Market (SICCM) and National Board of Certification in Occupational Therapy (NBCOT) websites share program pass rates.</p>
<p>3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?</p>	<p>An emphasis on acute care hospital practice and precautions has been added to the program, especially in the Clinical Rotation II course. An acute care simulation lab is being developed.</p>
<p>3.20 How satisfied are students with their preparation for employment?</p>	<p>In exit interviews and post graduate surveys, students may recommend one or two areas that the program can improve but overall, almost all students (96%) feel prepared for employment.</p>
<p>3.21 How is student satisfaction information collected?</p>	<p>Course evaluations, student evaluation of fieldwork experience, student exit interviews, and 6 month post graduate surveys.</p>
<p>3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)</p>	<p>Employers are included as a part of the OTA program Advisory Board, as fieldwork educators, and guest speakers.</p>
<p>3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?</p>	<p>Advisory meetings are held once or twice a year to review and brainstorm based on data collected. Extra meetings are scheduled as needed. All committee members are easily engaged through email. No improvements necessary.</p>

3.24 How satisfied are employers in the preparation of the program's graduates?	Per employer satisfaction surveys, almost all employers (93%) are satisfied with the preparation of the program's graduates.
3.25 How is employer satisfaction information collected?	Employer surveys are used to collect data from area employers.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	Basic course content changes were made based on data.
<i>LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.</i>	
COVID has been a barrier to fieldwork placements, but all students were able to be placed once sites re-opened. At this time, no other barriers identified.	

## Performance and Equity

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

CTE Program	Occupational Therapy Assistant				
CIP Code	510803				
	FY16	FY17	FY18	FY19	FY20
Number of Students Enrolled	5	5	9	9	8
Number of Completers	5	5	9	3	8
Other (Please identify)					
How does the data support the program goals? Elaborate.	The data supports the goals to target more traditional and non-traditional learners for this program. According to data from the ICCB Economic Impact Survey, approximately 48% of SCC's District population had less than an associate's degree.				
What disaggregated data was reviewed?	The data reviewed was disaggregated by gender, ethnicity, age, and by county in order to know how to target recruiting efforts.				
Were there gaps in the data? Please explain.	No gaps were identified.				
What is the college doing to overcome any identifiable gaps?	All initiatives must be tied to the college's Strategic Plan, which relies on data metrics and bridging any identifiable gaps.				
Are the students served in this program representative of the total student population? Please explain.	Students served in this program are representative of the student population. Students are from a wide geographical range within the college's district.				
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>	<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 completion rate is high in the program.
<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	OTA program director, Academic Fieldwork Coordinator, and community college Deans will meet annually to review program strengths and weaknesses.
<b>Resources Needed</b>	Copy of accreditation materials.
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	Kim Langley - Program Director Krysta Lundquist - Academic Fieldwork Coordinator Dr. Kristin Shelby – Dean of Academic Affairs Kayla Sauerbrunn – Allied Health Division Chair

<b>Career &amp; Technical Education</b>				
College Name:		Shawnee Community College		
Academic Years Reviewed:		FY16-FY20		
<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>Social Work</b>	<b>Degree</b>	<b>64</b>	<b>440701</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.				
<b>Program Objectives</b> What are the overarching objectives/goals of the program?		The goal of the Social Work program is to educate students about the field of social work. For some it will be an introduction, that they will then build upon at a university. Students who enter the workforce after Shawnee should be able to effectively engage in this work. Any student who has a social work class should gain skills related to communicating with diverse populations.		
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?		The objectives of the Social Work program are being achieved due to employer satisfaction with our students as well as results from core competency assessment. The program also uses a rubric in core competency assessment to ensure that students are meeting the objectives of the program.		
<b>Past Program Review Action</b> What action was reported last time the program was reviewed? Were these actions completed?		Continued with minor improvements		
<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.		Jesse Smith-Fulia, Social Work Instructor		
<b>Stakeholder Engagement</b> Please list other stakeholders and participants who were engaged in		<ul style="list-style-type: none"> <li>• Steve Etter, Former Student</li> <li>• Harold Johnson, Former Student</li> <li>• Abby Cripps, Former Student</li> <li>• Mindy Reach, SCC Advisor</li> </ul>		

<p>this process (i.e. Student Support Services, students, employers, etc.)</p> <p>Also describe their role or engagement in this process.</p>	<ul style="list-style-type: none"> <li>• Brandy Meadows, Arrowleaf</li> <li>• Vienna Children’s Programs</li> </ul>
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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>The prerequisites for SW 121 – Introduction to Social Work and SW 225 – Community Health Systems were removed to allow for more students to be able to enroll in these courses.</p>
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>This degree is presently 64 credits. It has been discussed to perhaps eliminate courses from this degree that do not transfer, such as COM 111. This degree is heavy with Social Science electives, so perhaps some can be the choice of the student, depending on where they were transferring.</p>
<p><b>Indicator 1: Need</b></p>	<p><b>Response</b></p>
<p>1.1 What is the labor market demand for the program?</p>	<p>According to the US Bureau of Labor and Statistics, the number of new social work jobs from 2019-2029 is expected to increase by 13%. The total growth for all jobs in the US economy is expected to be 4%.</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>Although the Social Work job outlook was not one of the fastest growing occupations from 2010-2020, the global pandemic and recent struggles of many students and community members has Social Workers was among the top areas of employment for those positions requiring at least a bachelor’s degree with 10 annual openings a year.</p>
<p>1.3 What labor market information sources are utilized?</p>	<p>ICCB 2021 Economic Impacts and Student Employment Outcomes report, EMSI 2020, Illinois Department of Labor LIWA 26 Occupations Projections</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>Advisors serve a dual role as recruiters when on high school visits. The college hosts two events at SCC that serve as recruiting days for our programs. The first is Shawnee Experience, held annually in October, for high school seniors. The other event is CTE Day, held annually in February, for high school juniors and seniors. Both events provide students with hands-on samplings of the college’s programs. CTE faculty also attend career fairs in the high schools and community to recruit for their programs.</p>
<p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>All academic changes must go through the Curriculum &amp; Instruction Committee. Department Chairs submit their request to the Dean and VP of Instruction, who then submits the changes as “action items” to the Chair of the C&amp;I Committee.</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>Yes. Conversation has begun at the Department level to change the Social Work degree from an AAS to an AA degree. With that change will come examination of the IAI sequence of courses and other general electives currently required as part of the degree.</p>
<p><b>Indicator 2: Cost Effectiveness</b></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>• What are the costs to the institution associated with this program?</li> <li>• How do costs compare to other similar programs on campus?</li> <li>• How is the college paying for this program and its costs (e.g. grants, etc.)?</li> </ul>	<p>The institution examines cost vs. revenue for all CTE programs annually. Presently, the Social Work program is funded with institutional funds for salary and benefits and a small amount of supplies and equipment. Perkins V funds help offset the institution’s costs for instructional supplies and equipment. The Social Work program is similar in cost to Criminal Justice.</p>
<p>2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.</p>	<p>This program uses very little, if any, grant funding.</p>
<p>2.3 What are ways that the college will be increasing the cost-effectiveness of this program?</p>	<p>Presently, the only costs incurred by students are in the form of tuition, fees, and books.</p>

2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?	Students are responsible for tuition (\$125 per credit hour), fees (\$15 technology fee per credit hour), and books. Students can utilize Perkins V funds to assist with financial barriers.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	Discussion regarding electives and moving Social Work to an AA degree have been taking place over the past year. The college is working to form an articulation agreement with the University of Illinois at Urbana-Champaign for their fully online bachelor of science degree, and Southern IL University-Carbondale for their fully online Master in Social Work degree.
<b>Indicator 3: Quality</b>	<b>Response</b>
3.1 What are the program's strengths?	The program is fully online so students can complete this program from anywhere there is access to the internet. The college is looking to articulate with university partners to build a pathway from high school, to SCC, to U of I, then to SIUC.
3.2 What are the identified or potential weaknesses of the program?	This degree is considered an AAS degree and not all electives are transferrable. Also, the strength of this program could potentially be a weakness for those with no internet access.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?	This degree is offered fully online and has grown enrollment since doing so.
3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB <sup>1</sup> ? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.	Currently Social Work is not an official Program of Study; however, it could very easily with the dual credit component.

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

<p>3.5 Does this program meet the definition of a <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. If no, please describe if and how the college will improve the program based on the career pathway elements.</p>	<p>The Social Work program at SCC does meet the definition of a career pathway program. There is a dual credit component as well as an opportunity for students to transfer to U of I into their online Bachelor of Science degree, then to SIUC for their Master of Science in Social Work.</p>
<p>3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p>	<p>No innovations have been contributed.</p>
<p>3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p>	<p>Yes, dual credit is offered at Vienna High School with the following courses:</p> <p>The Social Work program does have dual credit opportunities and is offered to several high schools in the SCC district.</p> <ul style="list-style-type: none"> <li>• Century HS (ENG 111)</li> <li>• Cobden HS (PSY 211)</li> <li>• Egyptian HS (ENG 111, SPC 111)</li> <li>• Goreville HS (ENG 111)</li> <li>• Joppa HS (ENG 111)</li> <li>• Massac HS (COM 111, ENG 111)</li> <li>• Shawnee HS (ENG 111)</li> <li>• Vienna HS (ENG 111, SW 121, SW 225)</li> </ul>
<p>3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>There is a supervised internship as part of this degree where students and the instructor works with sites on the application of skills to the real-world.</p>
<p>3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).</p>	<p>None</p>

3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	No
3.11 Is this an apprenticeship program? If so, please elaborate.	It is not.
3.12 If applicable, please list the licensure examination pass rate.	Not applicable
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	Articulation agreements are present with SIUC, with others being sought from SEMO and Murray State.
3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	None since the last review.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?	The Human Resources office works with the Department Chair for the onboarding process for new faculty. Faculty of CTE programs are encouraged to seek opportunities for professional development that can be paid for by Perkins V.
3.16 What is the status of the current technology and equipment used for this program?	The Social Work program uses the Moodle platform for online classes. The Perkins V grant pays for the ReadSpeaker plug-in for students who receive accommodations.
3.17 What assessment methods are used to ensure student success?	Homework, quizzes, and exams.
3.18 How are these results shared with others at the institution for continuous improvement?	All CTE programs participate in the college's assessment process. Each program is responsible for a core competency assessment, as well as an annual Continuous Quality Improvement (CQI) form. The college is in the process of developing an assessment page where program, course, and institutional reporting will be housed.
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	Prerequisites were moved from two of the SW courses (SW 121 and SW 225), along with moving SW 121 and SW 224 from a PCS Code 1.2 to a 1.1 for transferability.
3.20 How satisfied are students with their preparation for employment?	Employers were satisfied with the students' skill level in preparation for employment.

3.21 How is student satisfaction information collected?	Student satisfaction information is collected in the form of survey monkey.
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers serve on the Social Work program's Advisory Committee to help with curriculum design to ensure it meets not only industry standards but prepares students for the workplace.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The Advisory Committees help with both curriculum development and offers suggestions for developing soft-skills to prepare students for the workplace.
3.24 How satisfied are employers in the preparation of the program's graduates?	Employers were satisfied with the students' skill level in preparation for employment.
3.25 How is employer satisfaction information collected?	Student satisfaction information is collected in the form of survey monkey.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	<p>Discussion regarding electives and moving Social Work to an AA degree have been taking place over the past year. The college is working to form an articulation agreement with the University of Illinois at Urbana-Champaign for their fully online bachelor of science degree, and Southern IL University-Carbondale for their fully online Master in Social Work degree.</p> <p>To determine reasons why there are no program completers, and at what point do students stop-out.</p>
<i>LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.</i>	
<p>Enrollment was low in this program until COVID forced everyone to move to remote learning. To our surprise, when the Social Work program shifted to fully online, enrollment increased. Once the articulations are built to show the complete online path from high school, to SCC, then to one of our online university partners.</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.

<b>CTE Program</b>	Social Work				
<b>CIP Code</b>	440701				
	FY16	FY17	FY18	FY19	FY20
Number of Students Enrolled	0	14	19	24	30
Number of Completers	0	2	1	1	1
Other (Please identify)					
How does the data support the program goals? Elaborate.	The data supports the goals to target more traditional and non-traditional learners for this program. According to data from the ICCB Economic Impact Survey, approximately 48% of SCC's District population had less than an associate's degree.				
What disaggregated data was reviewed?	The data reviewed was disaggregated by gender, ethnicity, age, and by county in order to know how to target recruiting efforts.				
Were there gaps in the data? Please explain.	The enrollment vs. completion data was staggering. A theory regarding why there are no completers supports the need to examine the electives offered in the Social Work degree to identify at what point students are leaving, and most importantly, why they are leaving.				
What is the college doing to overcome any identifiable gaps?	All initiatives must be tied to the college's Strategic Plan, which relies on data metrics and bridging any identifiable gaps.				
Are the students served in this program representative of the total student population? Please explain.	Yes. The Social Work program enrollment reflects the student population and is one of the college's most diverse programs.				
Are the students served in this program representative of the district population? Please explain.	Yes. The Social Work program enrollment reflects the district population and is one of the college's most diverse programs.				
<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 checked="" type="checkbox"/> Other (please specify)
<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	The program is growing so further development of the online degree will be conducted.
<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	To determine reasons why there are no program completers, and at what point do students stop-out.
<b>Resources Needed</b>	None
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	Jesse Smith-Fulia, Social Work Faculty Kayla Sauerbrunn, Allied Health Division Chair

<b>Career &amp; Technical Education</b>				
College Name:		Shawnee Community College		
Academic Years Reviewed:		FY16-FY20		
<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>Truck Driving</b>	<b>Cert.</b>	<b>16</b>	<b>490205</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.				
<b>Program Objectives</b> What are the overarching objectives/goals of the program?		To prepare students to obtain a class A CDL.		
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?		Since 2019, nearly 100% of all students who took the CDL test passed.		
<b>Past Program Review Action</b> What action was reported last time the program was reviewed? Were these actions completed?		To continue with minor improvements.		
<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.		Kelly D Jennings, Truck Driving Coordinator Dr. Kristin Shelby, Dean 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.		Annual advisory meetings play an integral role in the review of CTE programs at SCC. Stakeholders include students, former students, employers, and WIOA partners. All stakeholders share input at advisory meetings which guides the curriculum development process.		

### 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.	There are no prerequisites for this program.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	No rationale required. Certificate is 16 credit hours.
<b>Indicator 1: Need</b>	<b>Response</b>
1.1 What is the labor market demand for the program?	Employment for truck drivers is expected to grow 12.4% in the SCC district and nationally between 2020-2030.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand for truck drivers has increased dramatically over the past five years. The projected need for truck drivers is expected to grow. According to EMSI 2020, the growth rate for Heavy Truck Drivers is expected to grow by 12.4%.
1.3 What labor market information sources are utilized?	ICCB 2021 Economic Impacts and Student Employment Outcomes report, EMSI 2020, Illinois Department of Labor LIWA 26 Occupations Projections
1.4 How does the institution/program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	Students are recruited through advertising, social media, and word of mouth.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	All academic changes must go through the Curriculum & Instruction Committee. Department Chairs submit their request to the Dean and VP of Instruction, who then submits the changes as “action items” to the Chair of the C&I Committee.

<p>1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.</p>	<p>The changing laws being put into place by the Federal Motor Carriers Safety Administration (FMCSA) have prompted preparation for what the college feels will be an influx of students after February 7, 2022, where new CDL licenses must take a training course with an FMCSA accredited school. SCC has obtained the necessary accreditation.</p>
<p><b>Indicator 2: Cost Effectiveness</b></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>• What are the costs to the institution associated with this program?</li> <li>• How do costs compare to other similar programs on campus?</li> <li>• How is the college paying for this program and its costs (e.g. grants, etc.)?</li> </ul>	<p>The institution examines cost vs. revenue for all CTE programs annually. Presently, the Truck Driving program is funded with institutional funds for salary and benefits, supplies, and equipment. Perkins V funds help offset the institution's costs for instructional supplies and equipment. The Truck Driving program is unique due to the cost of fuel, regular maintenance on trucks, and drug screening and permit testing.</p>
<p>2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.</p>	<p>The college is a Perkins V recipient; however, this program is primarily institutionally funded. Currently, the college has a grant writer so institutional costs are offset by grant funding.</p>
<p>2.3 What are ways that the college will be increasing the cost-effectiveness of this program?</p>	<p>The college is purchasing a truck driving simulator that will potentially save on fuel cost, less truck repairs and up keep.</p>
<p>2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?</p>	<p>The cost to the student is \$4750.00. Students can apply for assistance with Shawnee Development, or local WIOA partner. Perkins V assistance is also available.</p>
<p>2.5 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>The changing laws being put into place by the Federal Motor Carriers Safety Administration (FMCSA) have prompted preparation for what the college feels will be an influx of students after February 7, 2022, where new CDL licenses must take a training course with an FMCSA accredited school. SCC has obtained the necessary accreditation.</p>
<p><b>Indicator 3: Quality</b></p>	<p><b>Response</b></p>

3.1 What are the program's strengths?	98% pass rate. Most student find employment making a great wage as soon as they graduate.
3.2 What are the identified or potential weaknesses of the program?	This class is only offered during the day. Due to COVID, physical distancing in the cabs of the trucks is limited. Due to seat and instructor capacity, seats are capped at 12.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?	Delivery methods of this program are face to face and hands on. It is the only way teaching truck driving can be delivered.
3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB <sup>1</sup> ? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.	No, there is no dual credit component.
3.5 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. If no, please describe if and how the college will improve the program based on the career pathway elements.	No
3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	The college is utilizing grant funding to purchase a mobile simulator that can be taking to high schools, career expos, and other community events to create interest in truck driving.
3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	No dual credit courses are offered for this program.

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

<p>3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>A Truck Driving Internship course is part of the curriculum, where students receive training with a potential employer to reinforce the skills learned in the Truck Driving course.</p>
<p>3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).</p>	<p>As of February 7, 2022, the college must be a certified Truck Driving School with the Federal Motor Carrier Safety Administration (FMCSA). The college became FMCSA accredited last fall.</p>
<p>3.10 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>Yes, students obtain a Class A CDL from the states of Illinois, Kentucky, or Missouri</p>
<p>3.11 Is this an apprenticeship program? If so, please elaborate.</p>	<p>No</p>
<p>3.12 If applicable, please list the licensure examination pass rate.</p>	<p>98% of students who took the CDL test passed.</p>
<p>3.13 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>None</p>
<p>3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?</p>	<p>Presently, there are no partnerships with this program.</p>
<p>3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?</p>	<p>Professional development is offered and mandated by Human Resources.</p>
<p>3.16 What is the status of the current technology and equipment used for this program?</p>	<p>The Truck Driving program is looking into online testing, and purchasing a truck driving simulator.</p>
<p>3.17 What assessment methods are used to ensure student success?</p>	<p>Written tests, backing skills and drive test</p>

3.18 How are these results shared with others at the institution for continuous improvement?	All CTE programs participate in the college's assessment process. Each program is responsible for a core competency assessment, as well as an annual Continuous Quality Improvement (CQI) form. The college is in the process of developing an assessment page where program, course, and institutional reporting will be housed.
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	The program has added components to increase students' performance on pre-trip inspection based on the first couple of CDL tests at the DMV.
3.20 How satisfied are students with their preparation for employment?	Employers were satisfied with the students' skill level in preparation for employment.
3.21 How is student satisfaction information collected?	Student satisfaction information is collected in the form of survey monkey.
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers serve on the Program's Advisory Committee and help with curriculum design. The Truck Driving program also hosts employers in class on certain days
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The program advisory committee helps the program by making sure that the program stays current with the industry standards. Members advise on the ways the program can be improved.
3.24 How satisfied are employers in the preparation of the program's graduates?	The employers are pleased with the preparation of SCC students; however, almost every employer stated that students lack soft skills needed to hold down employment.
3.25 How is employer satisfaction information collected?	Surveys and Advisory Committee meeting minutes.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	No

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

None

## Performance and Equity

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

CTE Program	Truck Driving (TDR 2100)				
CIP Code	490205				
	FY16	FY17	FY18	FY19	FY20
Number of Students Enrolled	44	51	31	30	41
Number of Completers	25	38	17	16	22
Other (Please identify)					
How does the data support the program goals? Elaborate.	The data supports the goals to target more traditional and non-traditional learners for this program. According to data from the ICCB Economic Impact Survey, approximately 48% of SCC's District population had less than an associate's degree.				
What disaggregated data was reviewed?	The data reviewed was disaggregated by gender, ethnicity, age, and by county in order to know how to target recruiting efforts.				
Were there gaps in the data? Please explain.	No gaps were identified.				
What is the college doing to overcome any identifiable gaps?	All initiatives must be tied to the college's Strategic Plan, which relies on data metrics and bridging any identifiable gaps.				
Are the students served in this program representative of the total student population? Please explain.	Yes. Truck Driving program enrollment reflects the student population and is one of the college's most diverse programs.				
Are the students served in this program representative of the district population? Please explain.	Yes. Truck Driving program enrollment reflects the district population and is one of the college's most diverse programs.				
<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.	None
<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	None
<b>Resources Needed</b>	Truck Driving Simulator
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	Kelly D Jennings, Truck Driving Coordinator Dr. Kristin Shelby, Dean of Academic Affairs

<b>Academic Disciplines</b>	
College Name:	Shawnee Community College
Academic Years Reviewed:	FY16-FY20
Discipline Area:	Social and Behavioral Sciences
<b>Review Summary</b>	
Complete this section to review the Academic Discipline as a whole. Use the Course Specific Review portion of this template for each course reviewed in the Discipline.	
<b>Program Objectives</b> What are the objectives/goals of the discipline?	The goal is to provide students a solid foundation in the Social and Behavioral Sciences and to prepare them for a bachelor's degree program at a four-year college or university.
To what extent are these objectives being achieved?	The success rates of students taking these courses is high.
How does this discipline contribute to other fields and the mission of the college?	The current course offerings serve as options to meet the Social and Behavioral Sciences requirements for the AA and AS degrees, as well as for the General Education Core Certificate offered by Shawnee Community College.
<b>Prior Review Update</b> Describe any quality improvements or modifications made since the last review period.	Beginning in the fall of 2021 the Social and Behavioral Sciences division of Shawnee Community College added two new history courses: HIS 219 – America and the World, and HIS 220 – British History Since 1688.
<b>Indicator 1: Need</b>	<b>Response</b>
1.1 What mechanisms are in place to determine needs/changes for AA, AS, AFA, and AES academic programs? How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	<p>The discipline assesses student learning at the course level regularly through the use of Weave. Weave is a cloud-based assessment program.</p> <p>Any program needs or changes are presented by faculty at division meetings. New course and/or course change documents are prepared by faculty and submitted to the Curriculum and Instruction committee. Faculty present their proposals at C&amp;I meetings and answer any questions from the committee. Upon approval the C&amp;I committee chair forwards the course information to the appropriate department.</p>

1.2 How will students be informed or recruited for this discipline?	Students are recruited through SCC community events, newspaper and print materials, radio and TV ads, and the Shawnee Experience recruitment day.
1.3 What, if any, new Academic Transfer degrees/major options have been added/deleted to the college's offerings during the last review period? What determined this action?	As new courses are added, SCC articulates those courses with regional colleges and universities to ensure transferability. The college is actively seeking transfer articulation with our regional universities including SIUC, SIUE, SEMO, and Murray State.
1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?	Twelve different courses are offered annually.  GOV 117, HIS 214, HIS 215, PSY 211, PSY 216, PSY 217, PSY 218, PSY 219, SOC 122, SOC 212, SOC 217, and SOC 218
<b>Indicator 2: Cost Effectiveness</b>	<b>Response</b>
2.1 What are the costs associated with this discipline? (How does the operational cost of this discipline compare to that of other baccalaureate/transfer disciplines and all programs offered by the college overall? What are the primary costs associated with this discipline? How many full- and part-time faculty are maintained for this discipline?)	Costs associated with the program consist of instructor's salaries.  There is one full-time tenured History faculty, one full-time tenured Psychology faculty, and one full-time tenured Sociology instructor. Government, History, Psychology, and Sociology courses are sometimes taught by adjunct instructors when additional sections need to be added to the schedule.
2.2 What steps can be taken to offer curricula more cost-effectively?	Instructors in this discipline often teach overload. Offering the courses in a more cost effective way is not feasible.
2.3 Is there a need for additional resources?	The History and Sociology Departments would like additional funding to take students to regional historical sites such as the Civil Rights Museum in Memphis, TN.
<b>Indicator 3: Quality</b>	<b>Response</b>
3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible-scheduling, accelerated, team teaching, etc.)?	Social and Behavioral Sciences courses are taught face-to-face, online, via interactive video, synchronously, asynchronously, and in 16, 14, and 8-week formats.

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

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

<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>	SEE ATTACHMENTS				
<b>Course Title</b>					
<b>Course Description</b>					
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled					
Credit Hours Produced					
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students					
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.					
What disaggregated data was reviewed?					

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

## Performance and Equity

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

<b>Academic Discipline Area</b>	Social and Behavioral Sciences				
<b>Course Title</b>	GOV 117 Introduction to American Government				
<b>Course Description</b>	This course is a survey of the governing process and institutions of the United States of America. The course is intended to prepare students to continue their studies in a full spectrum of Social Science curriculums. Students successfully completing this course will also develop a perspective of American governance that is applicable in their daily lives. This course meets the requirements for review of the Constitution of the State of Illinois and the United States as required by Illinois State Senate Bill 96.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	114	118	125	78	81
Credit Hours Produced	342	354	375	234	243
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	92%	85%	88%	60%	72%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S5900				
How does the data support the course goals? Elaborate.	The data supports strong student success rates. Slight decline in enrollment.				
What disaggregated data was reviewed?	The data reviewed was disaggregated by gender, ethnicity, age, and by county in order to know how to target recruiting efforts.				
Were there identifiable gaps in the data? Please explain.	No				
<b>Academic Course Review Results</b>					

<p><b>Intended Action Steps</b></p> <p>Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p>	<p>1. Implement alternative delivery modes spring 2022.</p>
<p><b>Rationale</b></p> <p>Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>Continue to explore and implement creative alternative delivery modes of instruction, i.e., hyflex, hybrid, online synchronous, online asynchronous modalities.</p>
<p><b>Resources Needed</b></p>	<p>N/A</p>
<p><b>Responsibility</b></p> <p>Who is responsible for completing or implementing the modifications?</p>	<p>Faculty and Division Chair.</p>

## Performance and Equity

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

<b>Academic Discipline Area</b>	Social and Behavioral Sciences				
<b>Course Title</b>	HIS 214 History of the United States to 1877				
<b>Course Description</b>	<p>This course is a survey of the history of the United States of America from its colonial origins to the conclusion of the Reconstruction period. This course will address the social, cultural, political, economic, and technical progress of the United States. It will explore the colonial era, ethnic and racial relations, the struggle for independence, the political formation of the United States, its geographic expansion and economic growth, the development of regional divisions, the Civil War, and subsequent Reconstruction era. This course is intended to prepare students to continue their studies in a full spectrum of Social Science curriculums particularly American History from the colonial period through to 1877. Students successfully completing this class will also develop an understanding of how past events influence present-day life in the United States.</p>				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	38	43	36	20	35
Credit Hours Produced	114	129	108	60	105
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	89%	70%	92%	70%	86%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S2900				
How does the data support the course goals? Elaborate.	The data supports strong student success rates. Slight decline in enrollment.				

What disaggregated data was reviewed?	The data reviewed was disaggregated by gender, ethnicity, age, and by county in order to know how to target recruiting efforts.
Were there identifiable gaps in the data? Please explain.	No
<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.	1. Implement alternative delivery modes fall 2021.
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	Continue to explore and implement creative alternative delivery modes of instruction, i.e., hyflex, hybrid, online synchronous, online asynchronous modalities.
<b>Resources Needed</b>	N/A
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	Faculty and Division Chair

## Performance and Equity

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

<b>Academic Discipline Area</b>	Social and Behavioral Sciences				
<b>Course Title</b>	HIS 215 History of the United States from 1877				
<b>Course Description</b>	This course is a survey of the history of the United States of America from the Reconstruction to the contemporary era. This course will address the social, cultural, political, economic, and technological progress of the nation. Students successfully completing this course will also develop a perspective of American history that is applicable in their daily lives.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	60	45	22	30	27
Credit Hours Produced	180	135	66	90	81
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	88%	87%	73%	83%	78%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S2901				
How does the data support the course goals? Elaborate.	The data supports strong student success rates. Slight decline in enrollment.				
What disaggregated data was reviewed?	The data reviewed was disaggregated by gender, ethnicity, age, and by county in order to know how to target recruiting efforts.				
Were there identifiable gaps in the data? Please explain.	No				
<b>Academic Course Review Results</b>					
<b>Intended Action Steps</b>	1. Implement alternative delivery modes.				

<p>Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p>	
<p><b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>Continue to explore and implement creative alternative delivery modes of instruction, i.e., hyflex, hybrid, online synchronous, online asynchronous modalities.</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>Faculty and Division Chair</p>

## Performance and Equity

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

<b>Academic Discipline Area</b>	Social and Behavioral Sciences				
<b>Course Title</b>	PSY 211 Introduction to Psychology				
<b>Course Description</b>	<p>This course is an introduction to the study of human behavior with an emphasis on basic psychological principles and concepts. Topics covered include historical background, human development, intelligence, abnormal behavior, personality, learning, and memory. The application of theoretical principles to each of the presented topics is strongly emphasized. The approach will be practical with the inclusion of current research findings in each area as well as the implications of cultural effects on human behavior. The goal of this course will be to nurture an understanding of basic psychological concepts, and, in all cases, to apply these understandings to our familiar experiences and behaviors.</p>				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	379	328	303	259	253
Credit Hours Produced	1137	984	909	777	759
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	82%	82%	81%	83%	80%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S6900				
How does the data support the course goals? Elaborate.	The data supports strong student success rates. Slight decline in enrollment.				
What disaggregated data was reviewed?	The data reviewed was disaggregated by gender, ethnicity, age, and by county in order to know how to target recruiting efforts.				

Were there identifiable gaps in the data? Please explain.	No
<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.	1. Implement alternative delivery modes fall 2021.
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	Continue to explore and implement creative alternative delivery modes of instruction, i.e., hyflex, hybrid, online synchronous, online asynchronous modalities.
<b>Resources Needed</b>	N/A
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	Faculty and Division Chair

## Performance and Equity

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

<b>Academic Discipline Area</b>	Social and Behavioral Sciences				
<b>Course Title</b>	PSY 216 Social Psychology				
<b>Course Description</b>	This course is a systematic introduction to theory and research on the ways social factors influence individual and group behavior. This course examines attitudes, social perception, the establishment of norms, conformity, leadership, and group dynamics, emphasizing their effects on the individual.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	38	37	30	26	35
Credit Hours Produced	114	111	90	78	105
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	89%	86%	97%	88%	80%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S8900				
How does the data support the course goals? Elaborate.	The data supports strong student success rates. This course is offered spring semester only. Enrollment remains consistent.				
What disaggregated data was reviewed?	The data reviewed was disaggregated by gender, ethnicity, age, and by county in order to know how to target recruiting efforts.				
Were there identifiable gaps in the data? Please explain.	No				
<b>Academic Course Review Results</b>					
<b>Intended Action Steps</b>	1. Implement alternative delivery modes spring 2022.				

<p>Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p>	
<p><b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>Continue to explore and implement creative alternative delivery modes of instruction, i.e., hyflex, hybrid, online synchronous, online asynchronous modalities.</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>Faculty and Division Chair</p>

## Performance and Equity

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

<b>Academic Discipline Area</b>	Social and Behavioral Sciences				
<b>Course Title</b>	PSY 217 Developmental Psychology				
<b>Course Description</b>	This course provides a systematic study of behavior from conception through death. Physical, social/emotional, and intellectual growth of humans as they progress through these milestones will be addressed in each unit. The interrelatedness of theory, research, and application as it impacts on the development process is emphasized as well as cross-cultural comparisons.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	25	12	14	20	24
Credit Hours Produced	75	36	42	60	72
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	96%	75%	79%	85%	83%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S6902				
How does the data support the course goals? Elaborate.	The data supports strong student success rates. Enrollment remains consistent.				
What disaggregated data was reviewed?	The data reviewed was disaggregated by gender, ethnicity, age, and by county in order to know how to target recruiting efforts.				
Were there identifiable gaps in the data? Please explain.	No				
<b>Academic Course Review Results</b>					

<p><b>Intended Action Steps</b></p> <p>Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p>	<p>1. Implement alternative delivery modes fall 2021.</p>
<p><b>Rationale</b></p> <p>Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>Continue to explore and implement creative alternative delivery modes of instruction, i.e., hyflex, hybrid, online synchronous, online asynchronous modalities.</p>
<p><b>Resources Needed</b></p>	<p>N/A</p>
<p><b>Responsibility</b></p> <p>Who is responsible for completing or implementing the modifications?</p>	<p>Faculty and Division Chair</p>

## Performance and Equity

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

<b>Academic Discipline Area</b>	Social and Behavioral Sciences				
<b>Course Title</b>	PSY 218 Child Psychology				
<b>Course Description</b>	A systematic study of behavior from conception through adolescence is conducted with emphasis on physical, social, emotional, and intellectual growth and development. Attention is directed to both normal and abnormal development in each of the above areas. Research methods and cross-cultural comparisons are considered as they relate to the development process.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	101	138	138	112	125
Credit Hours Produced	303	414	414	336	375
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	80%	80%	78%	81%	83%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S6903				
How does the data support the course goals? Elaborate.	The data supports strong student success rates. Average yearly enrollment remains consistent.				
What disaggregated data was reviewed?	The data reviewed was disaggregated by gender, ethnicity, age, and by county in order to know how to target recruiting efforts.				
Were there identifiable gaps in the data? Please explain.	No				
<b>Academic Course Review Results</b>					

<p><b>Intended Action Steps</b></p> <p>Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p>	<p>1. Implement alternative delivery modes fall 2021.</p>
<p><b>Rationale</b></p> <p>Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>Continue to explore and implement creative alternative delivery modes of instruction, i.e., hyflex, hybrid, online synchronous, online asynchronous modalities.</p>
<p><b>Resources Needed</b></p>	<p>N/A</p>
<p><b>Responsibility</b></p> <p>Who is responsible for completing or implementing the modifications?</p>	<p>Faculty and Division Chair</p>

## Performance and Equity

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

<b>Academic Discipline Area</b>	Social and Behavioral Sciences				
<b>Course Title</b>	PSY 219 Abnormal Psychology				
<b>Course Description</b>	An examination is made of the development of both adaptive and maladaptive behavior patterns. Primary emphasis is devoted to the classification, symptoms, etiology, and treatment of maladaptive behavior.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	25	23	10	15	13
Credit Hours Produced	75	69	30	45	39
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	80%	91%	80%	93%	77%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The data supports strong student success rates. This course is offered fall semester only. Enrollment remains consistent with national declining trends.				
What disaggregated data was reviewed?	The data reviewed was disaggregated by gender, ethnicity, age, and by county in order to know how to target recruiting efforts.				
Were there identifiable gaps in the data? Please explain.	No				
<b>Academic Course Review Results</b>					
<b>Intended Action Steps</b>	1. Implement alternative delivery modes fall 2021.				

<p>Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p>	
<p><b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>Continue to explore and implement creative alternative delivery modes of instruction, i.e., hyflex, hybrid, online synchronous, online asynchronous modalities.</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>Faculty and Division Chair</p>

## Performance and Equity

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

<b>Academic Discipline Area</b>	Social and Behavioral Sciences				
<b>Course</b>	SOC 122				
<b>Title</b>	Introduction to Social Problems				
<b>Course Description</b>	This course includes an analysis of contemporary social problems with an investigation of theories on social organization and conflict. Historical perspectives, significance within current society, and proposed plans of resolution are considered.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	70	68	46	47	47
Credit Hours Produced	210	204	138	141	141
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	87%	78%	80%	72%	82%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S7900				
How does the data support the course goals? Elaborate.	The data supports strong student success rates. Slight decline in enrollment.				
What disaggregated data was reviewed?	The data reviewed was disaggregated by gender, ethnicity, age, and by county in order to know how to target recruiting efforts.				
Were there identifiable gaps in the data? Please explain.	No				
<b>Academic Course Review Results</b>					
<b>Intended Action Steps</b>	1. Implement alternative delivery modes fall 2021.				

<p>Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p>	
<p><b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>Continue to explore and implement creative alternative delivery modes of instruction, i.e., hyflex, hybrid, online synchronous, online asynchronous modalities.</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>Faculty and Division Chair</p>

## Performance and Equity

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

<b>Academic Discipline Area</b>	Social and Behavioral Sciences				
<b>Course</b>	SOC 212				
<b>Title</b>	Sociology				
<b>Course Description</b>	This course is designed to cover the basic principles and concepts of the field of sociology. Topics covered include social institutions, social stratification, culture, socialization, aging, deviance, population, gender roles, social change, and collective behavior.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	235	143	139	94	97
Credit Hours Produced	705	429	417	282	291
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	84%	81%	86%	83%	75%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S7900				
How does the data support the course goals? Elaborate.	The data supports strong student success rates. Decline in enrollment due to full time instructor being flagged as “unqualified” because he had MSW. He has since completed continuing education hours and is dedicated to increasing enrollment in Sociology courses.				
What disaggregated data was reviewed?	The data reviewed was disaggregated by gender, ethnicity, age, and by county in order to know how to target recruiting efforts.				

Were there identifiable gaps in the data? Please explain.	No
<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.	1. Implement alternative delivery modes fall 2021.
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	Continue to explore and implement creative alternative delivery modes of instruction, i.e., hyflex, hybrid, online synchronous, online asynchronous modalities.
<b>Resources Needed</b>	N/A
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	Faculty and Division Chair

## Performance and Equity

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

<b>Academic Discipline Area</b>	Social and Behavioral Sciences				
<b>Course</b>	SOC 217				
<b>Title</b>	Marriage and Family				
<b>Course Description</b>	This is a survey of the contemporary family in historical and cross-cultural perspectives. It includes trends in mate selection, marriage, parenting, employment, divorce, gender roles, communication and generational issues within the family. Focus will be given to factors causing change, effect of, and future trends.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	115	82	69	42	42345
Credit Hours Produced	345	246	288	126	126
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	65%	83%	82%	79%	79%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S7902				
How does the data support the course goals? Elaborate.	The data supports strong student success rates. Decline in enrollment due to full time instructor being flagged as “unqualified” because he had MSW. He has since completed continuing education hours and is dedicated to increasing enrollment in Sociology courses.				
What disaggregated data was reviewed?	The data reviewed was disaggregated by gender, ethnicity, age, and by county in order to know how to target recruiting efforts.				

Were there identifiable gaps in the data? Please explain.	No
<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.	1. Implement alternative delivery modes fall 2021.
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	Continue to explore and implement creative alternative delivery modes of instruction, i.e., hyflex, hybrid, online synchronous, online asynchronous modalities.
<b>Resources Needed</b>	N/A
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	Faculty and Division Chair

## Performance and Equity

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

<b>Academic Discipline Area</b>	Social and Behavioral Sciences				
<b>Course</b>	SOC 218				
<b>Title</b>	Cultural Diversity				
<b>Course Description</b>	This course includes an analysis of racial, religious, ethnic and other groups, examining persistence of group identity, inter-group relations, social movements, government policy and related social problems.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	50	12	27	6	N/A
Credit Hours Produced	150	36	81	18	N/A
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	64	92	70	83	N/A
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S7903D				
How does the data support the course goals? Elaborate.	The data supports strong student success rates. Decline in enrollment due to full time instructor being flagged as “unqualified” because he had MSW. He has since completed continuing education hours and is dedicated to increasing enrollment in Sociology courses. This is a spring semester only course.				
What disaggregated data was reviewed?	The data reviewed was disaggregated by gender, ethnicity, age, and by county in order to know how to target recruiting efforts.				

Were there identifiable gaps in the data? Please explain.	No
<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.	1. Implement alternative delivery modes fall 2021.
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	Continue to explore and implement creative alternative delivery modes of instruction, i.e., hyflex, hybrid, online synchronous, online asynchronous modalities.
<b>Resources Needed</b>	N/A
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	Faculty and Division Chair

<b>Vocational Skills</b>	
College Name:	Shawnee Community College
Fiscal Year in Review:	FY21
<b>Review Summary</b>	
<p><b>Program Objectives</b> What are the objectives or goals of the program?</p>	<p>The goals and objectives of SCC vocational skills programs are to give opportunities for professional growth, and career improvement by providing the training and skills needed for a particular job or profession while taking into consideration the abilities, expectations, interests, and strengths of students.</p>
<p>To what extent are these objectives or goals being achieved?</p>	<p>Achievement of the goals and objectives is limited due to the lack of local and regional workforce opportunities, and or the capacity of the college to develop</p>
<p>How does this program contribute to other fields and the mission of the college?</p>	<p>The vocational programs can serve as bridge courses by providing lateral entry into SCC's general, technical, and professional education courses which are aligned with the SCC strategic goals of:</p> <ul style="list-style-type: none"> <li>• identifying and developing programs that meet the educational needs of the community and region</li> <li>• developing workforce training partnerships with regional employers to promote economic development and job creation in the community.</li> </ul>
<p><b>Prior Review Update</b> Describe any quality improvements or modifications made since the last review period.</p>	N/A
<b>Review Analysis</b>	
<p>Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. Review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	
<b>Indicator 1: Need</b>	<b>Response</b>

<p>1.1 Detail how the offerings are sufficient and aligned to meet the needs of students and supportive academic programs.</p>	<p>The offerings are developed based on local and regional workforce needs and other labor market indicators as well as promoting easier student transitions, less course duplication, and reducing the need for developmental course work when students enroll in traditional academic programs.</p>
<p>1.2 How will students be informed or recruited for this program?</p>	<p>Students are recruited via:</p> <ul style="list-style-type: none"> <li>• College outreach to local area high schools across SCC's 5-county district of Southern Illinois (Alexander, Johnson, Massac, Pulaski, and Union counties); especially schools featuring vocational trades programs.</li> <li>• Recruitment drives developed through college partnerships with area employers, community-based organizations, governmental agencies, and trades unions</li> </ul>
<p>1.3 Please detail past enrollment trends and anticipated enrollment numbers for the next 5 years, if applicable.</p>	<p>Enrollment in the college's CDL program has been steady with expected growth due to the regional demand for truck drivers. Enrollment in other vocational programs has been limited due to the lack of job and career opportunities in the region.</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>	<ol style="list-style-type: none"> <li>1. Instructional costs</li> <li>2. Equipment, hand tools and machines, and supplies</li> </ol>
<p>2.2 How is the college paying for this program and its costs (e.g. grants, etc.)?</p>	<p>Program is funded through tuition, state subsidy, and grants.</p>
<p>2.3 Based upon this review, what steps are being taken to offer curricula more cost-effectively?</p>	<ol style="list-style-type: none"> <li>1. Industry-guided input on curriculum to encompass necessary skill sets and elimination of extraneous courses.</li> <li>2. Focus on short-term, stackable credentialing</li> <li>3. Solicitation of industry support via scholarships, donation of equipment, and or subsidy of course components or entire programs.</li> </ol>

Indicator 3: Quality	Response
3.1 What are the program's strengths?	<ol style="list-style-type: none"> <li>1. Industry-guided input on curriculum</li> <li>2. Program adherence to meeting industry standards</li> <li>3. Timely reflection of current and anticipated workforce needs</li> </ol>
3.2 What are the identified or potential weaknesses of the program?	<ol style="list-style-type: none"> <li>1. Lack of regional job and career opportunities</li> <li>2. Limited college resources to develop new programs or expand existing ones</li> <li>3. Limited availability of local, qualified instructors</li> </ol>
3.3 How does the college measure students' success in up-grading skills related to their employment or acquiring skills for new employment?	<p>Student success is measured by:</p> <ol style="list-style-type: none"> <li>1. student completion rates</li> <li>2. attainment of certification/licensure</li> <li>3. increased job opportunities, increase in pay, or documented upward positional mobility within the workplace.</li> </ol>
3.4 How are vocational skills offerings appropriately integrated with other programs and services?	<p>The vocational programs can serve as bridge courses by providing lateral entry into SCC's general, technical, and professional education courses and services.</p>
<p>3.5 How does the college ensure vocational courses meet the criteria outlined in the Administrative Rules?</p> <ul style="list-style-type: none"> <li>• Prepare for entry-level employment</li> <li>• Upgrade students' existing skills</li> <li>• Prepare students for credentialing</li> </ul>	<ul style="list-style-type: none"> <li>• Industry-guided input on curriculum for identified skill sets</li> <li>• Program adherence to meeting industry standards</li> <li>• Utilization of local, regional, and national labor market data regarding current and potential job growth</li> <li>• Development of work-based learning opportunities that are grant-funded, through WIOA initiatives, or employer subsidized</li> </ul>
3.6 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	<p>A partnership was formed between the college and the Local 773, Laborers' International Union on the college's Joint Apprenticeship program.</p>

<p>3.7 What professional development or training is offered to instructors and/or staff to ensure quality programming?</p>	<ol style="list-style-type: none"> <li>1. All instructors are required to have industry-recognized credentials.</li> <li>2. Staff are encouraged to participate with industry advisory groups and other industry-related affiliations.</li> <li>3. Staff are encouraged to become members of national workforce development councils and associations.</li> </ol>
<p>3.8 Please provide an analysis of retention and/or completion or, performance goal achievement, for the program.</p>	<p>All initiatives are tied to Key Performance Indicators within the College's Strategic Plan.</p>
<p>List any barriers encountered while implementing the program.</p>	
<ol style="list-style-type: none"> <li>1. Lack of regional job and career opportunities</li> <li>2. Limited college resources to develop new programs or expand existing ones</li> <li>3. Limited availability of local, qualified instructors</li> </ol>	
<p><b>Review Results</b></p>	
<p><b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>Vocational programs represent another aspect of guided career pathways that can be provided to students, and which are consistent with the mission of the college. However, a lack of industry (and potential job and career opportunities) in the region limits the number of programs that can be developed, as well as constraints imposed by the college's limited financial resources.</p>
<p><b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p>	<p>The college will continue to engage employers through the identification of necessary job skills, anticipated job openings, and development of work-based learning opportunities. Grants and other capital development activities that can be used to initiate or sustain vocational programs will be aggressively pursued.</p>

## Student and Academic Support Services

The ICCB Program Review requires each college to submit a statement of the review of student and academic support services that the college completed during the year.

College Name:	Shawnee Community College
Academic Years Reviewed:	FY16-FY20
Review Area:	Athletics
<p><b>Program Summary</b> Please provide a brief overview of the program or service being evaluated.</p>	<p>SCC Athletics offers opportunities for student athletes to compete in the Great Rivers Athletic Conference (GRAC), which is part of Region 24 of the National Junior College Athletic Association (NJCAA). Region 24 is considered one of the top Regions in the nation at the Division I junior college level. Shawnee Community College participates in men's and women's basketball, baseball, softball, and women's volleyball. In addition to the day-to-day operation of their respective sport, the coaching staff also participates in fundraising activities to raise money for their programs. One of the main fundraising activities are summer camps. The Athletic Department offers several camps including the John Sparks Fun-Da-Mental Coed Basketball Camp, the College Prospect Showcase Basketball Camp, the Boys Basketball Elite Camp, the Lady Saints Softball Camp, the Saints Baseball Camp, and the Lady Saints Volleyball Camp.</p> <p>The Athletic Department has support personnel in place to ensure student-athletes are successful in the classroom. Most student-athletes are part of the TRiO Program and attend the various workshops and have access to tutoring and mentoring. At one time, the basketball teams had a team liaison whose duties included health and safety inspection, academic advisement, mentoring, and monitoring student success through our grade check system every 2-3 weeks. Due to lack of funding, this person was reassigned and was no longer able to serve in this role. The Athletic Department does now have a dedicated advisor who handles all academic advisement for student-athletes.</p>

<p><b>Prior Review Update</b> Describe any improvements or modifications made since the last review.</p>	<p>Modifications made since the last review include new sideline chairs and new scorer tables in the gym. Upgrades have been completed in the men’s and women’s locker rooms.</p>
<p>What are the program/service strengths?</p>	<p>The strengths of the Athletic Department are the diversity of our student-athletes and coaches, and our commitment to completion. Our diversity is not only evident in the nearly 95 student-athletes in our program, but also within the coaching staff. Approximately 40% of our student-athletes are from the Shawnee Community College district and the remaining come from different parts of the United States and are from a variety of cultural backgrounds. The coaching staff represents a diverse range of ages, experiences, genders, and religions.</p> <p>The coaching staff and administration at the college are committed to the success of our student-athletes. At the 2021-22 graduation ceremony there were twenty student-athletes from various sports who participated in the graduation ceremony, accompanied by members of their family.</p>
<p>Based on the review, what are the identified challenges of the program or service?</p>	<p>The two major challenges faced by the Athletic Department are part-time head coaches and the lack of housing options for student-athletes. Both challenges have a direct impact on the level of student-athlete coaches are able to recruit for their programs. Part-time coaches has a direct impact on the success of our student-athletes in the classroom. Coaches do what they can, but often work full-time outside of coaching responsibilities at the college. Balancing practice, study table, and monitoring student-athlete grades at levels necessary at the collegiate level is difficult without help. Limited options for housing make recruiting tough. Recruiting at the collegiate level is extremely competitive and facilities, including housing matters to a student-athlete and their family. If a college does not have suitable housing to offer student-athletes, or an attractive scholarship offer, they will choose to go somewhere else. Region 24 is a highly competitive Region in which to recruit, and in order to keep the best student-athletes in the SCC District and attract those from</p>

	<p>outside of our District, the facilities and scholarship need to mirror the top tier teams in the Region.</p>
<p><b>Intended Action Steps</b> Please identify strategies or actions steps based on the challenges listed.</p>	<p>The Athletic Department and Administration at the college are working two secure full-time opportunities for our head coaches as positions within the college become available. Until this occurs, the Athletic Department is utilizing other programs on campus that can conduct study tables and grade checks every 2-3 weeks. The Athletic Department has also suggested recruiting student-athletes who are better students, more financially secure, and has even entertained accepting transfer students with a proven track record at the collegiate level. The issue of available housing is always the elephant in the room. We continued to develop relationships with community members and realtors to secure better and more affordable housing opportunities within a 10 to 15-minute drive to the main campus at Shawnee Community College.</p>

## Student and Academic Support Services

The ICCB Program Review requires each college to submit a statement of the review of student and academic support services that the college completed during the year.

College Name:	Shawnee Community College
Academic Years Reviewed:	FY16-FY20
Review Area:	Business Services (Bookstore)
<p><b>Program Summary</b> Please provide a brief overview of the program or service being evaluated.</p>	The objective of the SCC Campus Bookstore is to provide affordable textbook options and high quality customer service to students. Part of the customer service provided by the SCC Campus Bookstore includes: the offering of a wide variety of classroom supplies, college apparel, bus passes, software and laptops.
<p><b>Prior Review Update</b> Describe any improvements or modifications made since the last review.</p>	Since the last review the SCC Campus Bookstore has integrated a new enterprise resource system. This new system allows students to order textbooks, supplies, and merchandise online. This online option allows students to charge to their financial aid and/or credit/debit card. The new system will allow students to see real time deductions from their financial aid once a purchase has been completed through the bookstore. The bookstore is now offering textbook rental as option.
<p>What are the program/service strengths?</p>	Program strengths: The SCC Campus Bookstore provides great customer care to students. Having multiple options to provide lower cost textbooks to students has become a strong strength for the SCC Campus Bookstore. The multiple options on purchasing and delivery method of student textbooks and supplies.
<p>Based on the review, what are the identified challenges of the program or service?</p>	<p>Challenge:</p> <p>One major challenge is getting students to return rental and loaned scholarship books in a timely manner.</p>
<p><b>Intended Action Steps</b> Please identify strategies or actions steps based on the challenges listed.</p>	<p><b>Action steps:</b></p> <p>A step that has been considered in an effort to get students to return books timely is to have them sign a written agreement outlining expectations.</p> <p>Another step is getting a texting application to text students about important dates.</p>

## Student and Academic Support Services

The ICCB Program Review requires each college to submit a statement of the review of student and academic support services that the college completed during the year.

College Name:	Shawnee Community College
Academic Years Reviewed:	FY16-FY20
Review Area:	Business Services (Bursar)
<p><b>Program Summary</b> Please provide a brief overview of the program or service being evaluated.</p>	<p>The objective of the Business Office is to provide excellent customer service to students and outside entities. Students are able to pay tuition and fees, set up payment plans, obtain their class schedules, make inquiries on their accounts, deposit club funds and pick up any financial aid distributions. Sponsorships are billed for approved students.</p>
<p><b>Prior Review Update</b> Describe any improvements or modifications made since the last review.</p>	<p>Student accounts are monitored on a daily basis. Reports are used to help monitor those changes daily. A major improvement since the last review is the implementation of the College's ERP system which created an online portal for students called MYSCC. MYSCC allows students to view their account statement, which includes billed charges and anticipated/awarded financial aid. MYSCC allows students to setup payment plans and make payments online. The payment plan system was also updated for a more user-friendly experience.</p>
<p>What are the program/service strengths?</p>	<p>Students are able to access the Business Office in-person or remotely. With constant monitoring of the student accounts, students can feel confident in their billing statements. The Business Office aids in giving students access to education through an optional payment plan for financial success.</p>
<p>Based on the review, what are the identified challenges of the program or service?</p>	<p>The Business Office does not offer any payment options for old balances that would financially help students continue their education.</p>
<p><b>Intended Action Steps</b> Please identify strategies or actions steps based on the challenges listed.</p>	<p>The Business Office needs to work with Nelnet, the payment plan provider, to allow payment plans for old semesters. The Business Office needs to work with Colleague (ERP) to make any changes necessary for the payment plan to work with the system.</p>

## Student and Academic Support Services

The ICCB Program Review requires each college to submit a statement of the review of student and academic support services that the college completed during the year.

College Name:	Shawnee Community College
Academic Years Reviewed:	FY16-FY20
Review Area:	Student Activities (History Club)
<b>Program Summary</b> Please provide a brief overview of the program or service being evaluated.	The History Club was formed in 2018 with the remit to plan and visit historical sites and museums within the region, The Club also participated in educational-related activities on campus.
<b>Prior Review Update</b> Describe any improvements or modifications made since the last review.	There was no prior review since the History Club was only founded in 2018.
What are the program/service strengths?	<p>The History Club is very much student-centered and enabled members to encourage friends to join and participate in Club meetings, fundraising, and trips. There are no fees to join the Club, but members must be SCC students and are required to attend meetings and participate in fundraising activities in order to go on an educational trip.</p> <p>There is certainly a sense of community among the History Club students that is formed through attending monthly meetings, planning educational trips, and coordinating fundraising activities.</p> <p>The focus of the History Club is on learning more about history through experiential trips. While registering for a History course is not a requirement of Club membership, and not all members take a History course at the College, Club members work with the History instructor (who is also the History Club advisor) and through engaged activities there is a sense of community that is built which leads to some Club members taking a History course.</p> <p>In 2020 the History Club co-sponsored a music history lecture by Chris Vallillo, an Illinois Humanities Council Road Scholar, on the subject of Songs of the Civil Rights Movement. His musical presentation was well-received</p>

	<p>by SCC students, staff, and the broader community. The Club wishes to invite other experts to the College for academic presentations.</p>
<p>Based on the review, what are the identified challenges of the program or service?</p>	<p>Closing campus and cancelling all activities for much of 2020 and 2021 affected the History Club. In 2018 five Club members visited the National Civil Rights Museum in Memphis in conjunction with SCC History, Literature, and Psychology classes. In 2019 six Club members visited the Tennessee State Museum in Nashville.</p> <p>The success of those trips encouraged more students to join the History Club. In March 2020 a dozen History Club members, including new participants, were to visit the Missouri History Museum and St. Louis Art Museum. The daytrip was planned for spring break, but this trip was cancelled due to the Covid-19 outbreak.</p> <p>The inability to physically meet or travel, together with the fact that many students have graduated, has hindered the growth of the History Club. Attempts were made to hold Club meetings via Zoom during the 2020-21 academic year but schedules, availability, and a lack of interest if no trip was possible, were all contributing factors in deciding to move the History Club to Inactive for the 2020-21 year.</p> <p>It is expected that the History Club will be active in the fall of 2021. It will take time to promote membership and is dependent upon the willingness of a new generation of students to engage in the History Club as a student organization. Members generate all funds for educational trips through fundraising activities, so active participation is important to the regeneration of the History Club.</p>
<p><b>Intended Action Steps</b> Please identify strategies or actions steps based on the challenges listed.</p>	<p>The History Club will reach out to current and new students in Fall 2021 to find those students interested in visiting regional sites as part of their educational experience. While History may be the topic that draws in new members, it is hoped that student involvement will encourage other students to join the History Club. The true objective of the Club is to build a sense of community among students, encourage them to become active participants in an SCC organization, and have fun as they learn.</p>

## Student and Academic Support Services

The ICCB Program Review requires each college to submit a statement of the review of student and academic support services that the college completed during the year.

College Name:	Shawnee Community College
Academic Years Reviewed:	FY16-FY20
Review Area:	Math & Science Club
<b>Program Summary</b> Please provide a brief overview of the program or service being evaluated.	The Math and Science club fosters increased student engagement in STEM fields. Students who participate in the club do not have to be STEM majors. Often student desire to participate to make new friends and help with interesting projects that the club is working on. In similar, the club usually takes at least one field trip to explore the real world application of STEM.
<b>Prior Review Update</b> Describe any improvements or modifications made since the last review.	I (Ian Nicolaides) started helping with the club about 5 years ago. I am not aware of previous reviews. Since I became co-sponsor and now sponsor, I have incorporated aviation topics as a focus point. Club members build a kit radio control airplane (60 inch wingspan), studied flight theory, and flew the plane several times. The clubs airplane projects have also been used on several promotional days when high school students have come to tour the campus.
What are the program/service strengths?	Students most enjoy the field trips. The most recent trip in 2019, the club went to the Olmstead Dam and met with many engineers and contractors who gave a tour of the area and how the Dam was designed and built.  The club has also helped with a STEM enrichment camp on campus 2 years ago. It was an open event and many members of the community were able to see many science demonstrations.
Based on the review, what are the identified challenges of the program or service?	One main challenge is that many potential student club members convey is that they do not have extra time for club activities. Club participation is flexible to help encourage students to join when they can.

<p><b>Intended Action Steps</b> Please identify strategies or actions steps based on the challenges listed.</p>	<p>The club needs to have an increased presence on campus in order to increase student membership. The club plans on helping with a kids camp this 2021 summer and will likely build a glider. As more interesting projects become available it is likely that more students will join. The science department is also working with gel electrophoresis and DNA fingerprinting techniques that can soon be included in club activities.</p>
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## Student and Academic Support Services

The ICCB Program Review requires each college to submit a statement of the review of student and academic support services that the college completed during the year.

College Name:	Shawnee Community College
Academic Years Reviewed:	FY16-FY20
Review Area:	Student Activities (Phi Beta Lambda)
<p><b>Program Summary</b> Please provide a brief overview of the program or service being evaluated.</p>	<p>FBLA-PBL inspires and prepares students to become community-minded business leaders in a global society through relevant career preparation and leadership experiences.</p> <p>FBLA-PBL’s programs focus on:</p> <ul style="list-style-type: none"> <li>• <b>Leadership Development</b>—members develop essential soft skills by holding chapter officer positions at the local, state, and national levels; by networking with accomplished business professionals; and by participating in business-focused workshops, seminars, and academic competitions.</li> <li>• <b>Academic Competitions</b>—members demonstrate their business expertise at high-profile regional, state, and national competitive events. The top students are recognized with trophies and cash awards.</li> <li>• <b>Educational Programs</b>—members create career portfolios, enhance their knowledge with world-recognized skills certifications, and have access to select college scholarships.</li> <li>• <b>Membership Benefits</b>—members receive exclusive discounts and enhanced benefits for travel, education, and more. <b>Community Service</b>—members work with the <a href="#">March of Dimes</a> to help end premature births by participating in awareness campaigns and the March for Babies fundraiser.</li> <li>• <b>Awards &amp; Recognition</b>—members build a portfolio of accomplishments with a wide range of awards programs.</li> </ul>
<p><b>Prior Review Update</b> Describe any improvements or modifications made since the last review.</p>	<p><b>FY21 Program of Work Attached!</b> Nu Alpha Alpha Phi Beta Lambda fiscal year objectives outlined, along with action plan, and follow-up.</p>

What are the program/service strengths?	Provide service to SCC internal and external stakeholders through volunteerism and funds donated.
Based on the review, what are the identified challenges of the program or service?	Limitations due to COVID restrictions placed on traveling to build partnerships with local and state businesses.
<b>Intended Action Steps</b> Please identify strategies or actions steps based on the challenges listed.	Partner virtually to allows businesses to present applicable skills to SCC PBL members. Build remote partnerships with local businesses where SCC PBL members can provide assistance through offering service-based learning opportunities.

August	September	October	November	December	January
<p>Membership Recruitment and Informational Presentations</p> <p>MET</p>	<p>Dues must be paid by Friday Sept 25 (\$18) to receive national publications and be eligible for officer position</p> <p>Friday Sept 27 nominate officer candidates</p> <p>Monday, Sept 30 Vote for Officers</p> <p>MET</p>	<p>Install Officers and Induct Members sometime during week of 10/7-10/11</p> <p>Fall Leadership Conference</p> <p>Butter Braid Fundraiser for March of Dimes</p> <p>Adopt-A-Chapter Goreville HS FBLA Virtual Game Play</p> <p>Partially MET</p>	<p>Business Presenter for PBL meeting or entire SCC body</p> <p>MET</p> <p>OR</p> <p><del>Field trip to business</del></p>	<p>Participate in SCC Adopt A Child for Christmas</p> <p>MET</p>	<p>Assist with southern Area FBLA Conference at SIU-C</p> <p>Winter Seminar Series</p> <p>MET</p>
<p><b>February</b></p> <p>PBL Week Activity for EACH day with appreciation day for Wednesday</p> <p>MET</p> <p>Promote CTE Month in conjunction with FBLA-PBL Week</p> <p>MET</p>	<p><b>March</b></p> <p>March of Dimes Walk-A-Thon around SCC Lake CHANGED TO FUND RASIER</p> <p>MET</p> <p>Register for SLC in April and pay FEES by DEADLINE</p> <p>MET</p> <p>Prepare for State Leadership Conference in April-Take online exams, production exams, and submit items to state adviser BY DEADLINE</p> <p>MET</p>	<p><b>April</b></p> <p>State Leadership Conference</p> <p>MET</p> <p><del>SCC Spring Fest</del></p> <p>Business Presenter for PBL meeting or entire SCC body</p> <p>OR</p> <p><del>Field trip to business</del></p> <p>MET</p>	<p><b>May</b></p> <p>Recognize SCC PBL members for yearly participation</p> <p>MET</p>	<p><b>June</b></p> <p>Compete in NLC/NLE June 17, 2021</p> <p>MET</p>	<p><b>July</b></p>

**Commented [PS1]:** Cancelled due to scheduling conflicts from COVID block scheduling

Shawnee Community College Nu Alpha Alpha Phi Beta Lambda 2020-21 Program of Work

## Student and Academic Support Services

The ICCB Program Review requires each college to submit a statement of the review of student and academic support services that the college completed during the year.

College Name:	Shawnee Community College
Academic Years Reviewed:	FY16-FY20
Review Area:	Student Activities (Phi Theta Kappa)
<p><b>Program Summary</b> Please provide a brief overview of the program or service being evaluated.</p>	<p>Phi Theta Kappa and the Alpha Lambda Epsilon Chapter is and has been one of the most active organizations on campus over the period of time of FY16 – FY20. PTK recognizes student academic excellence and offers student recognition, scholarships, career training, transfer success and helps to teach leadership skills.</p>
<p><b>Prior Review Update</b> Describe any improvements or modifications made since the last review.</p>	<p>Since the last update, Phi Theta Kappa on campus has been able to travel to regional and international conventions. In the past due to state budget deficits, we were asked not to travel. Since we have been able to travel to conventions and learn from other members and advisors, our membership has grown and our knowledge of PTK programming has greatly increased.</p> <p>We have gained Five-Star status the last 3 years, the highest attainable in PTK for knowledge of programs and leadership development. In that time we earned a Reach award, awarded chapters that have grown their membership by enrolling over 15% of invited students. The Reach award is now a part of earning a Five-Star status and cannot be reached without it.</p>
<p>What are the program/service strengths?</p>	<p>Our students have won international awards, most notably, the Distinguished Chapter Team Award, awarded to only 30 chapters out of over 1250 internationally. We have also had regional chapter member and chapter officer awards given to students that have excelled in leadership and service to the chapter and Shawnee Community College. Our students won numerous awards in these areas in the last 3 years and anticipate more wins in the future.</p> <p>We have participated in Illinois Regional service and leadership programming as well. The advisor serves on the regional council. Students are now attending regional meetings and have won friendly competitions with other</p>

	<p>chapters while working together in our region. In addition, for the first time in a few years, our students presented to other chapters at a regional meeting, how to gain and retain a Five-Star rating for our chapters.</p> <p>PTK is not all about winning awards, those are just the rewards for doing what we set out to do. The students become more connected and become more of a community when working together to achieve our Five-Star Status. Inclusivity is the most important part of what we do to build a team. In that we also build leaders that have ownership in our programming.</p> <p>All the awards show is that we have engaged students and our engagement has grown over the last 5 years.</p> <p>We have also increased our outreach to regional universities for student transfers and access to PTK and transfer scholarships. We have held scholarship workshops for students to learn how to apply for the many PTK and other scholarships available to them and PTK members.</p>
<p>Based on the review, what are the identified challenges of the program or service?</p>	<p>The challenges have been to build our membership, especially in the last couple of years. Covid-19 has made challenges that we have had to overcome. We started doing what the rest of the world did, we used Zoom and other online meeting platforms to reach out to our members, holding virtual induction ceremonies and meetings.</p> <p>Another challenge we have is the financial burden students face to pay for their membership. We have instituted a way students can use their financial aid to pay the one-time membership fee for membership.</p>
<p><b>Intended Action Steps</b> Please identify strategies or actions steps based on the challenges listed.</p>	<p>We will continue to strive to give the students as many opportunities as possible to lead, serve and build fellowships with not only our students, but students in other colleges and across our nation and the world. Utilizing our virtual meeting platforms, we can reach out to more people and help students build networks of their own to help them achieve their goals.</p> <p>Through the Golden Opportunity Scholarship offered by Phi Theta Kappa and supported by our chapter, we hope to allow more students to become members by helping them get over these financial hurdles.</p>

	<p>We will also maintain our Five-Star status as this helps students belong to a successful chapter. This gives them confidence to push themselves to succeed.</p>
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## Student and Academic Support Services

The ICCB Program Review requires each college to submit a statement of the review of student and academic support services that the college completed during the year.

College Name:	Shawnee Community College
Academic Years Reviewed:	FY16-FY20
Review Area:	Student Activities (Scholar Bowl)
<b>Program Summary</b> Please provide a brief overview of the program or service being evaluated.	Scholar Bowl is a fast-paced buzzer competition consisting of four team members answering questions on a variety of academic subjects. Team Members meet regularly (at least once per week) to practice.
<b>Prior Review Update</b> Describe any improvements or modifications made since the last review.	The 2019-2020 Scholar Bowl team was sponsored by a new faculty member as the long-term sponsor retired. The team competed in KY Quizbowl Sectional. The team placed high enough at this event to qualify and compete (for the first time) at the Community College (National) Championship Tournament. The team was given great local publicity. Unfortunately, the team was inactive during the 2020-2021 academic year due to Covid-19.
What are the program/service strengths?	Team-building, networking, promoting academic excellence.
Based on the review, what are the identified challenges of the program or service?	<p>Recruitment of team members is a challenge. While scholarships are offered, they are only bronze-level. Many of the students who apply for scholar bowl scholarships are eligible for other scholarships with better benefits. Additionally, students awarded scholarships may not attend SCC.</p> <p>Additionally, funds for travel and purchase of question sets for practice review could be a challenge. The team was awarded a \$800 mini grant by the SCC Foundation after qualifying for the National Championship tournament.</p> <p>Due to a year of inactivity, most of the team members have graduated and left SCC. A new team will need to be assembled for 2021-2022 academic year.</p>

<p><b>Intended Action Steps</b> Please identify strategies or actions steps based on the challenges listed.</p>	<p>A new team will be recruited for the 2021-2022 Academic Year. We will reach out to other nearby community colleges to schedule local matches. We have funds from mini-grant that can be used to travel to local and regional competitions</p>
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## Student and Academic Support Services

The ICCB Program Review requires each college to submit a statement of the review of student and academic support services that the college completed during the year.

College Name:	Shawnee Community College
Academic Years Reviewed:	FY16-FY20
Review Area:	Student Activities (Social Work Club)
<b>Program Summary</b> Please provide a brief overview of the program or service being evaluated.	The Social Work Club is a student organization for student interested in social work. It was recently restarted after several years of not being active. The club didn't meet during from Fall 2019-Spring 2021.
<b>Prior Review Update</b> Describe any improvements or modifications made since the last review.	The organization was success in meeting during the 2016-2019 semesters. The students collected canned goods and sponsored other efforts to help the community. The organization participated, with other student organizations, in several college sponsored activities.
What are the program/service strengths?	The club has had several dedicated student leaders.
Based on the review, what are the identified challenges of the program or service?	The biggest challenge has always been timing. The timing of the meetings and timing the events outside of regular meetings.
<b>Intended Action Steps</b> Please identify strategies or actions steps based on the challenges listed.	Jesse Smith-Fulia is going to restart the organization in the Fall of 2021.

## Student and Academic Support Services

The ICCB Program Review requires each college to submit a statement of the review of student and academic support services that the college completed during the year.

College Name:	Shawnee Community College
Academic Years Reviewed:	FY16-FY20
Review Area:	Student Activities (Student Ambassadors)
<b>Program Summary</b> Please provide a brief overview of the program or service being evaluated.	The mission of the SCC Ambassadors is to assist with student recruitment, exhibit institutional role-model traits to current SCC students, and promote student/community participation in cultural events offered by SCC.
<b>Prior Review Update</b> Describe any improvements or modifications made since the last review.	Many classes in the Fall 20 semester discussed leadership development topics. Classes discussed developing empathy as a leader, identifying positive and negative leadership qualities, and setting leadership goals. Students submitted an assignment identifying short and long term leadership goals, and action steps to achieve these goals. Also in the Fall 20 semester, to enhance the core competency of verbal communication, the ambassador group was involved in tapping interviews with faculty. The interviews were then placed on the college's Facebook page. Also, the group has been involved this Spring semester 21 in listening to podcasts and in class discussions regarding diversity, equity, and inclusion.
What are the program/service strengths?	<p>This program focuses on character development in a unique and dynamic way, by creating weekly opportunities for students to focus on their character and consider their opinions and worldview. Classroom time is structured toward empathy and critical thinking development.</p> <p>Program is structured in a way that actualizes multiple service opportunities.</p>
Based on the review, what are the identified challenges of the program or service?	Post pandemic, challenges may exist for second year students when adjusting their expectations to fit the requirements for this program. As community service opportunities begin to exist again in the next year, students will be required to participate in many more events than were available during the pandemic.

<p><b>Intended Action Steps</b> Please identify strategies or actions steps based on the challenges listed.</p>	<p>At the end of the spring semester, part of a class will be devoted to revisiting the established expectations for involvement in community activities.</p>
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## Student and Academic Support Services

The ICCB Program Review requires each college to submit a statement of the review of student and academic support services that the college completed during the year.

College Name:	Shawnee Community College
Academic Years Reviewed:	FY16-FY20
Review Area:	Student Activities (Student Senate)
<b>Program Summary</b> Please provide a brief overview of the program or service being evaluated.	Shawnee Community College Student Senate is an elected body whose purpose is to promote a healthy cultural and social atmosphere throughout the student body and community at large. They also represent student opinions, rights, and interests in the college government, allocate and oversee the spending of the student activity budget and promote student awareness and participation in campus clubs and organizations.
<b>Prior Review Update</b> Describe any improvements or modifications made since the last review.	Shawnee Community College Student Senate has moved to a monthly schedule of campus social activities, community service events, and professional development opportunities for members. Student Senate also now participates in select recruiting events for Shawnee College.
What are the program/service strengths?	Student Senate has grown the awareness and participation of student population in campus activities. We have also expanded the variety of service events and professional development opportunities for our students.
Based on the review, what are the identified challenges of the program or service?	While overall participation has grown, Student Senate has struggled with attendance at some events. Any activity that is outside of normal operating hours is especially vulnerable to poor attendance.
<b>Intended Action Steps</b> Please identify strategies or actions steps based on the challenges listed.	An annual campus-wide interest survey and planning meeting including members of other student organizations, paired with monthly evaluation surveys, are being implemented to align activities with the interests and desires of the campus community.