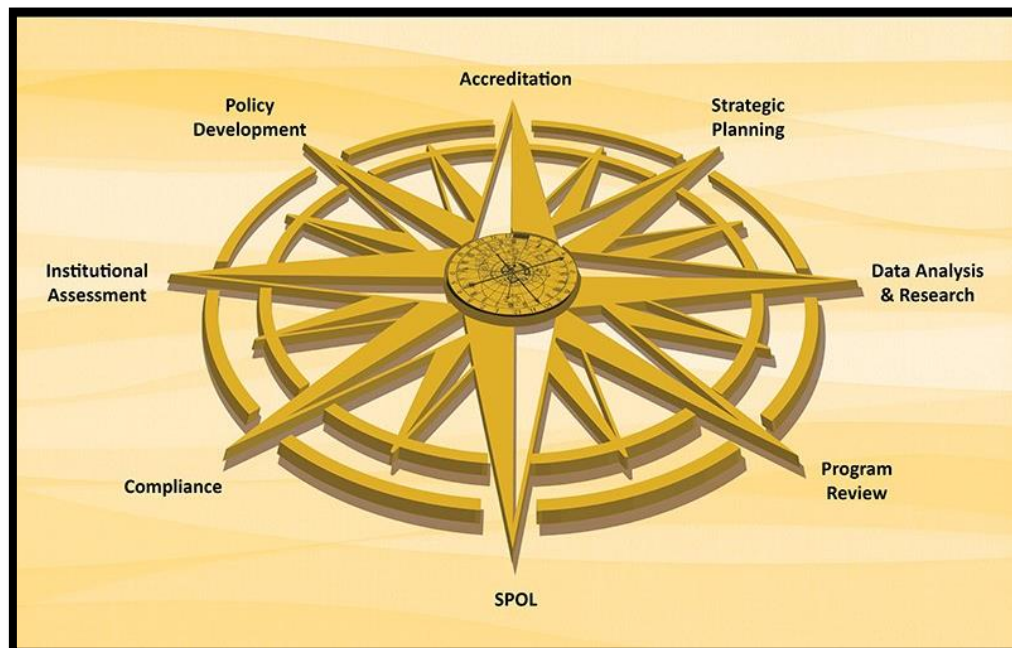


THREE RIVERS COLLEGE

Office of Institutional Effectiveness



Program Review Summary Reports

2016 & 2017

Program Review

Three Rivers College engages in a three-year program review cycle that includes two years of collection and the review occurring in the fall semester of the third year. The primary purpose of Program Review is to enhance the quality of our academic programs by having faculty identify areas for potential improvement. These areas include the review of student learning outcomes assessment, curriculum revisions, programmatic courses, enrollment and retention, the need for resources, and facilities. Program Review provides a mechanism for Program Managers to engage their faculty and advisory boards in long-range planning using data and information. Program Review data helps to establish priorities and goals for the program and provides the information required to support requests for resources needed to support those goals.

The following reports were completed in 2016:

[Nursing AAS](#)

[Paramedic AAS](#)

The following reports were completed in Spring 2017:

[Early Childhood Development AAS](#)

[Education AAT](#)

[Environment Occupation Health & Safety AAS](#)

[Medical Laboratory Technology AAS](#)

[Practical Nursing](#)

The following reports were completed in Fall 2017:

[Accounting Technology AAS](#)

[Business Management AAS](#)

[Criminal Justice AAS](#)

[Fire Science AAS](#)

[Information Technology Specialist AAS](#)

[Office Administration & Medical Billing and Coding AAS](#)

Three Rivers College

THE COMMUNITY COLLEGE OF SOUTHEAST MISSOURI

PROGRAM REVIEW

| | |
|--------------------------------|--|
| <u>Program Title:</u> | Nursing A.A.S. and LPN-RN A.A.S |
| <u>Dates of Review:</u> | Spring 2016 |
| <u>Faculty Contact:</u> | Kim Shackelford and Staci Campbell |
| <u>Email:</u> | kshackelford@trcc.edu or scampbell@trcc.edu |
| <u>Phone:</u> | 840-9672 VoIP Extension: 8318 or 8320 |

Executive Summary:

The Three Rivers College Associate Degree Nursing program has many strengths and challenges.

The strengths of the program include:

- modern facilities with appropriate equipment to facilitate education
- strong leadership by the Director of Nursing Education and the Department Chair of Nursing and Allied Health
- enthusiastic, dedicated faculty
- new regulations that will assist the program to identify students at-risk and set new guidelines for readmission
- increased professional development opportunities for all faculty
- community support
- strong applicant pool
- strong new regulations for program readmission, faculty workload, item analysis, test construction, etc.

Challenges of the program include:

- numerous faculty members with little to no education experience
- changing student population

The plan for continuous improvement is housed within our Systematic Evaluation Plan. Every aspect of the program is evaluated every three years at minimum with many categories assessed on a semester basis. Program areas for growth are reviewed annually with the faculty and the advisory board members.

Section I

Program Overview

College Mission Statement:

Three Rivers College inspires, prepares, and empowers students to succeed through open access to high-quality learning opportunities that meet the needs of the communities we serve.

Program Purpose Statement:

The Associate Degree Nursing program at Three Rivers College prepares students to be professional nurses to meet the needs of the communities we serve.

This aligns with the College's mission to provide high-quality learning that meets the needs of the communities we serve.

Catalog Description:

Place an "X" in the box if this section is identical to the Program Purpose Statement.

The purpose of this nursing program is to prepare students to achieve an Associate of Applied Science degree, to apply for licensure by examination as a registered nurse, and to use the nursing process in providing safe and effective nursing care for clients in structure primary or secondary care settings.

The above information is accurate and understandable.

Pre-requisites:

Indicate the current pre-requisites to include testing requirements for admission into the program (if applicable).

Pre-Requisite for the program include:

- Cumulative GPA of 2.75 or place in the upper one-third of graduating class
- NLN PAX-RN exam score of 110 or higher

Program pre-requisites are needed to screen applicants. They have recently been changed to eliminate pre-requisite courses. The Missouri State Board of Nursing requires pre-requisites for the program. The NLN PAX-RN exam score was increased from a 105 to 1110 based on the data that shows students that score 105-109 typically do not finish the program.

Program Costs:

Are there additional costs and/or fees for students that are associated with the program beyond the institutional tuition and common fees? These are program-specific costs incurred by students.

The Nursing program has the additional fees associated with courses:

- Clinical fee of \$175/credit hour
 - Attached to NURS 116, NURS 128, NURS 129, NURS 218, NURS 219, NURS 238, NURS 239
- Nursing course fee of \$50/credit hour
 - Attached to all NURS courses
- Simulation Course Fee of \$25/credit hour
 - Attached to NRUS 116, NURS 129, NURS 218, NURS 219, NURS 238

Section II

Current State of the Program

Enrollment Trends:

Admissions vs Applicants

- Day Program for March 1, 2016 Deadline
 - 64 Applicants, 30 accepted
- Evening Program for May 1, 2016 Deadline
 - 44 Applicants, 31 accepted
- Sikeston LPN-RN Bridge Program for September 1, 2015 Deadline
 - 35 Applicants, 25 accepted
- Poplar Bluff LPN-RN Bridge Program for September 1, 2015 Deadline
 - 8 Applicants, 7 selected
- Poplar Bluff Evening LPN-RN Bridge Program for May 1, 2016 Deadline
 - 14 Applicants, 7 accepted

Course Enrollment vs. Capacity (Fall 2016)

- NURS 116/109
 - 30/30
- NURS 128/129
 - 13/30
 - Class started with 16 students total
 - 7 LPN-RN Bridge students join this cohort in Spring 2017
- NURS 218/219 Poplar Bluff
 - 30/30
- NURS 218/219 Sikeston
 - 25/26
- NURS 238/239/245
 - 20/30

Full-time vs. Part-time Enrollment

All nursing students are enrolled full-time in the Nursing Program. All semesters are designed to have 12 credit hours or more for students to be considered full-time in the College. Many students

complete their general education requirements prior to coming into the program and work on their Associate of Arts in General Education courses while in the program to assist with their BSN.

Enrollment Evaluation:

Change to Evening Program

- Current change in progress to move the evening program from a 3-11 pm schedule to a 1-9 pm schedule. Difficulty retaining faculty members in this program related to hours. Student applications have also fallen consistently in this program.

Marketing

- New marketing strategies designed to increase the applicants for the program including: flyers, partnering with healthcare facilities to notify employees of educational opportunities, Merchants Showcase, and other community events.

Reduction in Overall Credit Hours

- The programs have gone from 70-72 credit hours to 64 total credit hours. This will decrease the required courses for students to enter the program and hopefully increase interest in the program.

Progress & Completion:

Benchmark for Program Completion

- The Program has a benchmark of 70% completion rate. The typical attrition rates for nursing programs is around 30%.

Increase in Attrition

- NURS 218/219 semester has a high rate of attrition for the program. The current curriculum had the students taking 12 credit hours of nursing courses this semester (NURS 219 at 8; NURS 218 at 4). This leave little time free time during the week from theory or clinical experiences. In the new curriculum (beginning fall 2016), the credit hours for the semester have been reduced to 10 (NURS 219 at 7; NURS 218 at 3).

Location/Modality Significance

- There is no significance noted in the attrition rate between the Poplar Bluff Day, Poplar Bluff Evening, or Sikeston LPN-RN Bridge program. Attrition rates stay consistent between all three programs. Modality is the same for all three locations.

Changes to Improve Program Completion

- Student Retention and Progression Program. Any student that meets the criteria for At-Risk in the nursing program for completing the program or successfully passing the NCLEX-RN on the first attempt, will be placed in this program. Students will be assigned a mentor that will work on a one-on-one basis for the rest of the program with the student to individualize assistance to their needs.
- Nursing Tutoring Sessions. Each faculty member that is not a Retention and Progression Mentor will be required to give two hours to group tutoring per week for all students in the program to attend. This will give the students access to Nursing tutors that are not available through other services on campus.
- Leveling of Activities. Classroom activities are being leveled to meet the appropriate level of examination. For example, the faculty would present an activity that is at the Analysis level for an exam with Analysis level questions not present an activity that is comprehension level for an analysis examination.
- Standardized Examinations Second Attempt. Beginning in the fall 2016 semester, students will be allowed to re-take their HESI proctored exam for each course one time. The student will be able to remediate on material that cause the low score on the first attempt and potentially improve their points for the exam.
- Creation of NURS 109: Critical Thinking in Nursing course. This course will be in the first semester of the program. Students will be given valuable information on how to critically think like a nurse and work in a concept based curriculum.

Nursing Student Orientation

- An orientation for all incoming nursing students has been initiated. The orientation takes place the week before classes start. Topics covered include the Nursing Student Handbook, Concept-Based Curriculum, and Strategies for Success in the program.

Student Learning Outcomes Assessment:

Course-Level Student Outcomes

- Each course has course level outcomes and clinical outcomes that are linked to a Program Outcome. The students are required to pass clinical with a “Satisfactory” that demonstrates they met their clinical outcomes. Course level outcomes are assessed by examinations and

written work. Each course has a comprehensive final examination. Students are required to pass their examinations with a 78% or higher before additional scores are added in to their grades. The program monitors Program Outcomes for Assessment purposes which tie to each course-level outcome. Full Assessment Plan described below.

Course Offerings

- Course offerings are arranged based on Benner's Theory of Novice to Expert. The first semester courses lay the foundation for the remainder of the courses. Each course is tied directly to the program outcomes and the Bloom's level increases systematically across the courses.
- Each course plays a specific role in the curriculum. Recent changes include removal of geriatrics course with integration of content because of duplicity of content in multiple courses. Other changes include reduction Maternal Child Health Nursing course based on the content required for the NCLEX-RN. Decreased content for Development is covered in the program because students are required to take PSYC 243: Human Development Across the Lifespan. Meeting with Anatomy and Physiology instructors to ensure content necessary for program is covered. Removed A & P content from program.

Improvements through Student Learning Assessment

- Curriculum revision was completed to remove any duplication of information
- Progression through the content and thinking ability was revised
- Moved from NURS 238 being a recap of content in the program to now having its own content to allow for more time for content comprehension.
- Removed NURS 118: Geriatrics from the program due to duplication
- Created new course NURS 135: Pharmacology for Nurses to give a broader foundation of pharmacology to students in the program.
- Created new course NURS 245: Transition into Professional Nursing to be able to cover Health Care Economics and Quality Improvement more thoroughly. Also focus on remediation for NCLEX-RN success.
- Removed both web course (NURS 235 and NURS 236) from the program. No stand-alone web courses in the program now. All courses are web-enhanced.

Program Learning Outcome Assessment:

Program Level Outcomes Assessment Plan

- The Program Outcomes will be assessed by looking at the NCLEX-RN Category Results and the HESI Standardized Assessment results based on the NCLEX Categories.
 - Outcome #1: Develop personal responsibility for professionalism, education, and scope of practice.
 - NCLEX-RN Category: Management of Care
 - Outcome #2: Choose effective communication strategies while collaborating with patients, significant support person, and interdisciplinary members of the healthcare team.
 - NCLEX-RN Category: Health Promotion and Maintenance; Psychosocial Integrity
 - Outcome #3: Evaluate critical thinking and clinical decision making to provide safe, patient-centered care.
 - NCLEX-RN Category: Safety and Infection Control; Psychosocial Integrity; Basic Care and Comfort; Pharmacological and Parenteral Therapies; Physiological Adaptation.
 - Outcome #4: Apply evidence-based practice while recognizing the role of quality improvement in the healthcare system.
 - NCLEX-RN Category: Management of Care
 - Outcome #5: Select appropriate information and technology in the management of care.
 - No specific category. Integrated throughout curriculum and test plan.
 - See Attached SPOL Assessment Plan-Nursing for full plan
- Improvements
 - New regulation to allow the students two attempts to benchmark on the standardized examinations. First attempt, then remediation with an additional attempt. This will give more data on remediation quality and help to improve the student's ability.
 - Thorough curriculum revision as described earlier based on areas of concern in the curriculum.

Completion time

- The program is arranged as a two year program that takes 5 full-time semesters to complete. The day program starts in August of every year with the evening program starting in January. This staggered start/stop allows for quicker readmission of eligible students into the program.

Institution Needs

- This program is the only program that can grant the student the right to sit for the NCLEX-RN and obtain their Registered Nurse license. The program is unique in its offerings and is not replicated at the institution.

Job Placement:

Job Placement Rate

- December 2015
 - 21/23=91.3%
- May 2015 Poplar Bluff
 - 20/24 students=83%
- May 2015 Sikeston LPN-RN Bridge Program
 - 18/19 students=94.7%

Labor Market

- The labor market is sufficient to continue the enrollment for the program.
- Future opportunities/challenges include a seamless transition to RN-BSN programs for our graduates. Potential for an LPN-RN Bridge program in Kennett should all the current programs be running smoothly with good program outcomes.

Employer Satisfaction

- 98-100% of Employers are satisfied with the quality of graduates from the programs. Areas of identified weaknesses include: documentation, care plans, and prioritization. Strengths identified include: critical thinking, time management, caring, and knowledge of skill.

Assist with Job Placement

- Nursing Orientations. Twice a year employers and RN-BSN programs are invited in to present information to our students. Students are able to talk with potential employers during that time.

- Job Fairs. Participation in local job fairs with students.
- Employer Lunches. We allow local employers the opportunity to bring snacks/lunch to our graduating class each semester.

Continuous Improvement Planning:

| Action Plan Objective | Timeline | Responsible Party | Resources required |
|---|----------|---|---|
| Increase applicants for the evening nursing program | One Year | <ul style="list-style-type: none"> • Nursing Faculty • Communications Department • Department Chair, Nursing and Allied Health • Director of Nursing Education • Admissions Director | Modes of Communication to public: <ul style="list-style-type: none"> • Flyers • Website • Applications • Etc. Assistance with recruitment efforts |
| Decrease overall attrition rate within the programs | One Year | <ul style="list-style-type: none"> • Nursing Faculty • Director of Nursing Education • Department Chair, Nursing and Allied Health | <ul style="list-style-type: none"> • Tutoring Hours • Mentor Training • Identification System for At-Risk Students |

Section III

Analysis of the Program

Articulation (If applicable):

Articulation Agreements

- Practical Nursing Articulation for our LPN-RN Bridge Program
 - Poplar Bluff Technical and Career Center (04/2016)
 - Three Rivers College Practical Nursing Program (04/2016)
 - Sikeston Career and Technical Center (04/2016)
 - Cape Girardeau Career and Technical Center (04/2016)
- RN to BSN Articulation Agreements
 - Hannibal LaGrange University (05/2016)
 - Central Methodist (in progress)
 - Southeast Missouri State University (in progress)
 - University of Wisconsin (in progress)
 - University of Missouri (in progress)
- Articulation agreements are updated each time there is a curriculum change, approximately every three years if not sooner. All articulation agreements were recently updated or out for updating at this time.

Programmatic Changes

- Revised the LPN-RN Bridge program to articulate credit differently.
- Created the Associate of Science in Health Sciences degree plan to assist students with transferring to a RN-BSN program with their general education courses completed or near completed.

Additional Articulation Opportunities

- There are no additional LPN program articulation agreement opportunities.
- There are always additional RN-BSN articulation agreement opportunities as the programs are online. No new opportunity worth seeking has presented at this time.

Transfer Rates (If applicable):

Transfer Rates

- Not directly assessed at this time. Through anecdotal information we have approximately 75to 80% of our students continue to a BSN program.

Receiving Schools

- Central Methodist University
- Southeast Missouri State University

Barriers

- No identified barriers at this time. Students want to take their general education course work at Three Rivers before transferring, so the Associate of Science in Health Science degree was created to assist those students.

Changes in Curriculum:

Admission Requirements

- Increase in GPA from 2.5 to 2.75
- Increase in NLN PAX-RN score from 105 to 110
- Removal of Pre-requisite course of Intermediate Algebra and Introductory Chemistry

Application Deadlines

- Separated the Day and Evening generic program application dates to March 1st and May 1st respectively

Removal of Courses

- SOCI 111: General Sociology
- PSYC 111: General Psychology
- IST 100: Computer Applications
- LBSC 100: Managing Information and Resources
- NURS 118: Geriatrics
- NURS 235: Role Integration
- NURS 236: QUEST

Addition of New Nursing Courses

- NURS 109: Critical Thinking in Nursing

- NURS 135: Pharmacology for Nurses
- NURS 245: Transition into Professional Nursing

Change in Credit Hours

- NURS 218: Maternal and Child Health in Nursing will decrease from 4 to 3 credit hours
- NURS 219: Medical Surgical Nursing II will decrease from 8 to 7 credit hours
- NURS 238: Medical Surgical Nursing III will decrease from 6 to 5 credit hours

Concept Placement

- Concepts were re-placed to accommodate credit hour changes in courses. New content will now be introduced in NURS 238: Medical Surgical III; previously it was a re-cap of the entire curriculum.

New Program Outcomes

- Program outcomes were re-defined using the new program mission and philosophy, QSEN standards, NLN Competencies, MOSBN Minimum Standards, NCLEX-RN Test Blueprint, etc.

Lesson Plan Format

- New lesson plan format to assist with concept based teaching to include a table with the following columns: concept, exemplar, labs/diagnostic tests, equipment, pharmacological therapies, and NCLEX-RN category. Other components include learning outcomes, activities, and evaluation.

Examination Preparation

- All examinations will now follow the Examination Progression Regulation that determines the percentage of knowledge, comprehension, application, and higher level of examination questions allowed.
- All examinations will now have the same percentage of the examination devoted to concepts per lesson.

Modality Change

- Previously NURS 235: Role Integration and NURS 236: Quest were taught online. These courses were replaced with NURS 245: Transition into Professional Nursing that will be a face-to-face course. All nursing courses are web-enhanced, but there are no sole web-courses in the program now.

External Needs Assessment:

Advisory Committee

- The Committee meets yearly (every January-February)
- The Advisory Board contains a lawyer, media person, representation from the local hospitals (VA, PBRMC, and Twin Rivers Regional Medical Center), Poplar Bluff Practical Nursing Program, and community members.
- Input is taken from the Advisory Committee prior to any changes in the program.

External Needs

- Accreditation is necessary for our program for local employers to be able to hire our graduates.
- Accreditation is necessary for our graduates to articulate to a RN-BSN program.
- Equipment and supply changes in the clinical setting require updating of equipment and supplies for laboratories on a continual basis
- Challenge to allow students to complete electronic charting in clinical facilities related to extended orientation time frame, lack of computers
- Accreditation makes it necessary to recruit master's prepared faculty members. Unable to hire them with master's degree completed, so the College pays for them to complete their master's of science in nursing education.
- Must meet the Minimum Standards as outlined by the Missouri State Board of Nursing.

Adequacy of Facilities, Equipment, and Technology:

Facilities

- Poplar Bluff location: We have three master classrooms, one skills laboratory, two simulation rooms, one control room, one debrief room, and fifteen private faculty offices. As well as an office for the faculty secretary and Senior Administrative Assistant and the Department Chair for Nursing and Allied Health. The facility is safe and located centrally on the campus with adequate resources for the program.
- Sikeston Location: The program has one master classroom and a dedicated computer laboratory. An office suite with four offices, an archive room, and a secretary area. Facility is safe and located on the third floor of the Sikeston Location.

Equipment

- Both locations have high-fidelity simulation equipment, skills laboratory equipment, and master classrooms that are sufficient to provide instruction in the program.
- The facility and equipment is all modern with updates recently made to technology equipment.

Recommended Changes for Programs

- The Poplar Bluff program needs a dedicated computer lab for standardized examinations. This would require space, furniture, and computer equipment.
- New technology requirements each year are needed based on the obsolescence plan for the high-fidelity simulators.

Compliance

- All equipment and supplies meet regulatory body's standards. Students also receive OSHA training components are part of the curriculum.

Impact of Resources to Support Teaching and Learning:

Faculty Staff

- The program has thirteen full-time faculty members, a Director of Nursing Education, Department Chair for Nursing and Allied Health, Senior Administrative Assistant, and two part-time Faculty Secretary positions. The program is also supported by five to seven clinical adjuncts. The program has added a part-time Faculty Development Coordinator to assist with development of new faculty and providing training to current faculty.
- The resources are sufficient for program administration.

Revenue vs. Expenditures

- In FY16, the cost of the program increased to accommodate the additional positions added to the program. This cost was seen in the Nursing course fee, Clinical Fee, and the addition of the Simulation Fee.
- The program cost is supplemented by the Perkins and Enhancement grants.

Disposable Resources

- A new disposable resource inventory system has been developed to ensure that supplies are only ordered when needed. This new system decreased the cost to the program by several thousand dollars in its first year. It has also saved time and energy for the faculty.

Reduce Expenses for Students

- With the roll-out of the new curriculum, the students will see a reduced overall cost in the program. Traditionally, the program was 70-72 credit hours. The new curriculum is a total of 64 credit hours. This will be a large savings for the students.
- No new areas have been identified to reduce costs and save students additional funds. We do comparative pricing on all supplies/equipment to ensure the best price and lowest cost for the products.

Proportionate Cost

- The total program cost is \$18,590.50. In the first year of employment the graduate can expect to make \$39,600. The cost is equitable for the income.

Evaluation of Resources to Support Teaching and Learning:

What recommendations for resources that impact teaching and learning could be made based on the information above?

- Continued evaluation of current changes being implemented
- Continue to look for cost reductions for students
- Monitor the obsolescence plan each year with funded budget
- No major curriculum changes for two years to ensure evaluation of the new curriculum.

Professional Development:

Identify any professional development activities completed by instructors teaching within the program.

Licensure Requirements

- There are no CEU requirements in the state of Missouri to maintain RN licensure.

Professional Development Activities (2015-2016):

- Linda Caputi, two day workshop on Concept Based Teaching and program action plan
- Three Rivers College Professional Development, Facilitating the Classroom and Clinical Experiences

- Three Rivers College, Today's Challenge: How to Teach Conceptually
- Laerdal, Simulation User Network Conference (Mike Willis)
- Three Rivers College, Test Construction
- Three Rivers College, Test Item Writing
- Nurse Educator Conference, Columbia, MO (Deb Avery, Michelle Hall, Trinity Pullam)
- Webinar with Patricia Benner, Engaging Novice Learners to Foster Improved Clinical Reasoning
- Three Rivers College, Clinical Facility Updates
- Innovative Best Practices Conference, Sedalia, MO (Larissa Brown, Kelly Bowling, Destinee Schwendemann, Brandy Grissom)
- Three Rivers College Practical Nursing Conference Faculty Workshops, Brandy Herring and Kim Allen
- NurseTim Webinars, various
- Elsevier Faculty Development Conference Archived Webinars
- NCSBN Learning Extension: Test Development and Item Writing (Larissa Brown, Deb Avery, Marsha Eaton, Trinity Pullam, Kelly Bowling, Kim Shackelford)
- Sigma Theta Tau, Faculty Knowledge and Skills Development Program (Kim Allen, Brandy Herring, Laura McElroy, Stefanie Rundquist)
- Sigma Theta Tau, Various Courses
- Project Teach, Brandy Herring, Kim Allen, Stefanie Rundquist, Laura McElroy

Barriers to Professional Development

- Cost of Practice CEUs to show maintaining clinical practice specialty. Required by Accreditation standards.

External Accreditation & Documentation:

Accreditation Commission for Education in Nursing

3343 Peachtree Road NE, Suite 850

Atlanta, GA 30326

www.acenursing.org

Last Visit: January 2015

Next Visit: Focused Site Visit in Fall 2017

Reports Due: Focused Site Visit and Follow-up Report due in fall 2017.

Areas of Concern:

- Standard 2: All full-time faculty are not credentialed with a minimum of graduate degree with a major in nursing. A minimum of 50% of the part-time faculty are not credentialed with a graduate degree with a major in nursing.
- Standard 4: There is a lack of evidence that the student learning outcomes are used to organize the curriculum, guide the delivery of instruction, direct learning activities, and evaluate student progress. There is a lack of evidence that the curriculum is developed by the faculty and regularly reviewed for integrity, rigor, and currency.
- Standard 6: There is a lack of evidence that the systematic plan for evaluation emphasizes the ongoing assessment and evaluation of the student learning outcomes and the role-specific graduate competencies.
- Letter Attached from ACEN dated July 29, 2015

Missouri State Board of Nursing (Regulatory Body):

- Poplar Bluff and Sikeston programs are conditionally approved pending pass rate greater than 80% in 2016-2017 academic year.
- Regular site visit scheduled for fall 2017 for both programs.
- Petition granted in June 2016 to merge Sikeston and Poplar Bluff programs. Poplar Bluff program is considered main campus with Sikeston a satellite location.
- 2016 Survey Reports Attached from Missouri State Board of Nursing 2/2016 for Sikeston, 5/2016 for Poplar Bluff.

Progress Report:

Please discuss all recommendations received on your last program review or program accreditation visit and report on progress made on previous action plans and toward your strategic goals.

- Curriculum completely revised from mission/philosophy to clinical outcomes
- Faculty driven curriculum development process based on professional standards
- Faculty minutes reflect the curriculum meetings more thoroughly
- Faculty development increased tremendously
- Student learning outcomes and the program assessment plan have been redone to show consistency and evaluation
- Training for systematic evaluation plan revisions. Undergoing revisions at this time.
- Creation of new regulations to address multiple areas including readmission to the program, item analysis review, faculty workload, etc.

Section IV

External Review of the Program

Local Reviewer Comments:

No local review completed at this time. Recent visits from ACEN and MOSBN give the program a clear picture of the program's ability to meet Minimum Standards and Accreditation Standards.

Three Rivers College

THE COMMUNITY COLLEGE OF SOUTHEAST MISSOURI

Program Review

Program Title: Paramedic Program AAS and Certificate

Dates of Review: Spring 2016

Faculty Contact: Tami Cunningham

Email: tcunningham@trcc.edu

Phone: 573-840-7672 **VoIP Extension:** 8325

Executive Summary:

The purpose of the Paramedic Program at Three Rivers College is to prepare qualified individuals who are entry level proficient in all areas of the learning domains, to practice in pre-hospital emergency care. Training individuals in theory and clinical practice accomplish this. The program is designed in accordance with the guidelines established by the National Emergency Medical Services Education Standards, U. S. Department of Transportation and the Missouri Department of Health, Bureau of Emergency Medical Services and includes didactic courses and clinical course work.

Upon successful completion of the program, the student are awarded a certificate of completion and is eligible to complete the National Registry Examinations for paramedic licensure in Missouri. The program meets the requirements outlined in the National Emergency Medical Services Education Standards, U. S. Department of Transportation, National Highway Traffic Safety Administration, and Emergency Medical Technician-Paramedic: National Standard Curriculum. Three Rivers College is a Missouri Bureau of EMS approved training entity, as well as accredited through Commission on Accreditation of Allied Health Education Programs (CAAHEP).

Section I

Program Overview

College Mission Statement:

Three Rivers College inspires, prepares, and empowers students to succeed through open access to high-quality learning opportunities that meet the needs of the communities we serve.

Program Purpose Statement:

Career and Technical Education. This program prepares EMTs to achieve an Associate of Applied Science degree, to apply for National Registry Examination for paramedic licensure, and to provide safe and effective pre-hospital emergency care for sick and injured adults and children. Both general education and paramedic courses are included in the program of study. Clinical internship experiences are planned in local health care facilities under direct guidance of experienced preceptors. The Three Rivers College Paramedic Program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of Committee on Accreditation of Educational Programs for the Emergency Medical Services Professionals (www.coaemsp.org).

The goal of the paramedic program is to align with the mission of Three Rivers College in giving our student the opportunity to be prepared with high quality learning that fits the needs of our communities. In doing so, we will provide our area services with highly training entry-level paramedics.

Catalog Description:

Place an "X" in the box if this section is identical to the Program Purpose Statement.



Pre-requisites:

Indicate the current pre-requisites to include testing requirements for admission into the program (if applicable).

- 1. Do the prerequisites continue to be needed? Do they need to be changed? Have changes occurred?*

The prerequisites are needed for this course and are working well at this time.

2. *Are they imposed by an external agency of some kind, or are they self-imposed?*

Most of the prerequisites are self-imposed to ensure competent eligibility for licensure and success in the program. The Bureau of EMS does require the student to be a licensed EMT and have a negative pre-admission drug screen and clear criminal background check after acceptance in the program.

3. *If the second, what data demonstrates or supports the viability of the prerequisites?*

The Bureau of EMS regulations.

Admission Criteria: To become an eligible applicant, individuals must:

- Have a program application on file in the Paramedic Coordinator's Office by May 1.
- Be a Missouri licensed EMT.
- Have current Basic Life Support for Healthcare Providers status.
- Place into college writing and beginning algebra on the ACT or Accuplacer Placement Tests (ACT scores are valid for 2 years).
- Complete the Test of Essential Academic Skills V for Allied Health (TEAS V for AH) through the college Testing Center.
- Satisfactorily complete a confidential medical history; physical examination, negative pre-admission drug screen and clear criminal background check after acceptance in the program.

Selection of students occurs during the spring semester with paramedic courses beginning in June. Students must meet certain criteria for internship practice in agencies, including but not limited to random or for-cause drug screenings.

Graduates of the AAS degree program are eligible to take the National Registry Advanced Level practical and written examinations for Paramedic licensure. There are questions on the Missouri licensure application related to the conviction of any crime (traffic violations, drugs, and/or alcohol, etc.) Affirmative answers may result in the applicant being denied licensure by the Department of Health and Senior Services Bureau of EMS.

Program Costs:

Are there additional costs and/or fees for students that are associated with the program beyond the institutional tuition and common fees? These are program-specific cost incurred by students.

In addition to college tuition and fees, EMT and Paramedic students will be charged \$61.50 per academic year for student malpractice insurance, \$140-course fee for EMDS 201, 204, 207, and a \$50 per credit hour fee for EMDS 202, 205, and 208. Additional cost of the program are identified on the cost sheet that is provided to each student within the paramedic application packet. AAS-Paramedic

Section II

Current State of the Program

Enrollment Trends:

Enrollment trends are not consistent at this time.

Cohort 1 - 11 applicants to 6 enrolled

Cohort 2 - 10 applicants to 5 enrolled

Cohort 3 - 12 applicants to 10 enrolled

Cohort 4 - 11 applicants to 4 enrolled

The course capacity is 16 student this is a low enrollment for course for the capacity and is a full time block

Enrollment Evaluation:

Enrollment evaluation, articulation credits would increase our graduation rate of AAS Paramedic by one or two periodically. I do not see how this could increase the enrollment to any great heights.

A lot of thought went into the hours and time of day to offer the paramedic course. Researching the hours and times of day that a student would be available to set for class. Most of the EMS (Emergency Medical Systems) student work full time while trying to increase their level of training. Ambulance service employees work a 24-hour shift that leave 5 days a week open for thing of their choosing. The only thing that could possibly help to increase enrollment is a hybrid class. I do know we lose several student each cohort to Black River Technical College due to this factor.

Progress & Completion:

- 1. What is the benchmark for program completion? Please explain the rationale for this benchmark.*

The benchmarks are set for our program by our accrediting body CoAEMSP, CAAHEP, NREMT and the National Standards for EMS Education. On campus is the only location, so the settings and modalities are consistent.

2. Are there identifiable points where attrition increases? Not at this time.
3. Explain any significant findings in different modalities, locations, and settings.

The benchmarks are set for our program by our accrediting body CoAEMSP, CAAHEP, NREMT and the National Standards for EMS Education. On campus is the only location, so the settings and modalities are consistent.

| Program Totals | | |
|-------------------|-----|---------|
| | RAW | Percent |
| Gender | | |
| Male | 13 | 65% |
| Female | 7 | 35% |
| Ethnicity | | |
| Caucasian | 19 | 95% |
| African American | 1 | 5% |
| Locations | | |
| Bloomfield, MO | 1 | 5% |
| Corning, AR | 1 | 5% |
| Doniphan, MO | 6 | 30% |
| Eminence, MO | 1 | 5% |
| Malden, MO | 2 | 10% |
| Piedmont, MO | 2 | 10% |
| Poplar Bluff, MO | 6 | 30% |
| Qulin, MO | 1 | 5% |
| Degree Completion | | |
| AAS | 15 | 75% |
| EMDS - Paramedic | 5 | 25% |
| EMDS - Basic | | |

4. *Evaluation:*

The trends that I see with the applicants and actual students enrolling is with Black River Technical College, we are losing student because of their hybrid program.

Student Learning Outcomes Assessment:

1. Are all program-specific course-level student learning objectives being systematically and regularly assessed? Describe your assessment plan.

Each course level outcomes are assessed, however, not all are being reported on. During the courses each level has a simulations rubric or a preceptor assessment tool that is used multiple time on each student. This ensure the students are being assessed as well as our tools that are being used.

2. *Do the course offerings provide a clear path to achieving the program learning outcomes? Are the courses sequenced in the most effective manner?*

Yes

3. *Does each class have a specific role to play in helping students achieve the program learning outcomes? Is unnecessary duplication of knowledge and/or skills avoided?*

Yes, each course has increased level of learning and build on the knowledge and skill level from the previous course.

4. *What improvements in your courses have been implemented through student learning outcome assessment? How has student learning been improved through implemented changes?*

Increase number of hours spent in simulation and cased based learning. This helps to ensure the student can think critically and quickly in a life and death situation. We place our student in real life scenario situations to build critical thinking skills.

EMDS 105: EMS I Course Level Outcomes

1. Assess the nature and seriousness of the patient's condition or extent of injuries to provide emergency medical care. (Outcome #2)
2. Choose appropriate emergency medical care based on assessment findings of the patient's condition. (Outcome #2)
3. Demonstrate safe patient handling techniques. (Outcome #1)
4. Safely and effectively perform the roles and responsibilities of the EMT-Basic job description. (Outcome #3)

EMDS 150

1. Explain the pharmacokinetic principles of absorption, distribution, metabolism, and excretion. (Outcome #5)
2. Demonstrate basic assessment skills related to major body systems to determine the need for pharmacological intervention. (Outcome #1)
3. Calculate medication dosages in preparation for patient administration. (Outcome #5)
4. Calculate intravenous drip rates for a variety of medications and fluids. (Outcome #5)
5. Demonstrate proper infusion techniques. (Outcome #5)
6. Demonstrate safe medication administration techniques. (Outcome #1)
7. Assess the effectiveness of the treatment provided. (Outcome #2)

EMDS 201

1. List the roles and responsibilities of the paramedic; personal wellness, injury prevention activities, legal issues that impact and the role that ethics play in decisions made in the pre-hospital setting. (Outcome #3)
2. Apply the general concepts of pathophysiology principles of pharmacology of cardiology and with performing electrocardiograms, assessment and management of medical emergency patients, formulate a field impression, and implement a pharmacologic management plan. (Outcome #5)
3. Safely access the venous circulation and administer medications by all routes to patients of all ages, assist with drawing arterial blood gases. (Outcome #1)
4. Integrate the principles of therapeutic communication to effectively communicate with patients, integrate the physiological, psychological and sociological changes throughout human development with assessment and communication strategies for patients of all ages. (Outcome #4 & #5)

EMDS 202

1. Demonstrate professional conduct and communication skills with patient, families, healthcare team, and the community as a professional paramedic. (Outcome #3 & #4)
2. Initiate intravenous administration with/without fluid and/or medication administration by all routes. (Outcome #2)
3. Provide proper care and treatment to the medical, trauma, obstetric patients; and newborn infants. (Outcome #1)
4. Place advanced airway devices and administer care of an advanced airway. (Outcome #2)
5. Recognize, assess, and safely manage pre-hospital patients with medical emergencies. (Outcome #5)

EMDS 204

1. Describe the pathophysiology, causes, and compensatory mechanisms of shock; and the assessment, management, and stabilization of patients in shock. (Outcome #2)
2. Apply the general concepts of pathophysiology principles of pharmacology of cardiology; formulate a field impression; implement a pharmacologic management plan. (Outcome #2)
3. Demonstrate the basic skill to perform a patient assessment with proper treatment for the medical patients. (Outcome #2)
4. Identify, assess, and safely manage pre-hospital patients with head, neck, and spinal injuries, with body cavity trauma, with musculoskeletal injuries and all traumatic injuries. (Outcome #2)

EMDS 205

1. Safely intubate adult patients, perform oral and nasal pharyngeal and tracheal suctioning. (Outcome #1)
2. Accurately demonstrate venipuncture and administer medications using all routes. (Outcome #5)
3. Demonstrate the proper care of patients on ventilators, and with electrical defibrillation, cardioversion, and external pacing. (Outcome #2)
4. Safely manage trauma patients. (Outcome #1)

EMDS 207

1. Identify, assess, and safely manage pre-hospital patients with gynecological emergencies including pelvic inflammatory disease (PID), non-traumatic gynecological abdominal pain, and rape and sexual assault. (Outcome #2)
2. Recognize, assess, and safely manage pre-hospital patients suffering obstetric emergencies and complications of pregnancy, labor, delivery, postpartum, and care of newborns. (Outcome #2)
3. Recognize, assess, and safely manage pre-hospital patients exhibiting behavioral and psychiatric emergencies. (Outcome #1)
4. Recognize, safely manage the different types of scenes; such as crime, Haz-Mat, and rescue. (Outcome #4)

EMDS 208

1. Demonstrate the ability to perform a comprehensive assessment on pediatric, adult, geriatric, obstetric, trauma, and psychiatric, and behavioral patients; formulate and implement a treatment plan. (Outcome #2)
2. Safely perform basic and advanced airway interventions, intravenous and medication administration skills, interpret cardiac dysrhythmias on pre-hospital patients in ECG monitors and ECG paper. (Outcome #1 & #2)
3. Demonstrate the ability to serve as a team leader in a variety of pre-hospital emergency situations. (Outcome #1)

Program Learning Outcome Assessment:

1. Provide a safe, supportive and effective environment for each pre-hospital encounter.
2. Manage emergency situations using sound judgment and protocol/procedures to respond in an efficient manner.

3. Demonstrate knowledge of the legal aspects of EMS (ex. HIPAA), and local policy limits, to all patient encounters while recognizing and accepting personal responsibility for one's actions, or lack of action, in the practice of emergency medicine.
4. Communicate in a professional, considerate, and cooperative manner with all members of the healthcare team.
5. Utilize knowledge of principles in asepsis, normal/abnormal anatomy and physiology, microbiology, and pharmacology.

1. *Describe your program-level outcomes assessment plan.*

The paramedic program-level outcome assessment plan is to start a student out with not EMS experience and give them ability to obtain the knowledge to become a entry level paramedic in the two year AAS Paramedic degree program. Starting with the entry level EMDS 105 course the knowledge and skills are improved upon and knowledge is gained throughout the program.

2. *What improvements have been implemented as a result of PLO assessment?*

There is not enough data to make many improvements at this time.

3. *Is the program arranged so that a full-time students can complete the program in two years or less regardless of modality, location, or setting? If not, what changes could be implemented to facilitate this goal?*

Yes

4. *What specific needs does the program fill at the institution that are not filled by similar programs?*

The need to provide our communities entry level emergency providers.

Job Placement:

1. *What is the program's job placement rate in the appropriate field of study?*

At the paramedic level there is a 100% job placement within our community, some of the prior students has elected to go to other areas for employment due to the wages offered.

2. *Does the labor market indicate sufficient need for the program? What are future trends, opportunities, and challenges?*

The labor market does show a need for the program, there are many trends in EMS. Some providers for on to further their education for nursing, or medical school. I seen in the last few cohorts of our students, there is a growing interest in Physician Assistant and Medical Scholl interest. The biggest challenge in all aspects of EMS is the low starting salary.

3. *Are graduates sufficiently prepared to enter the workforce based on the feedback from employers and advisory board?*

We send out 6-month post-graduation survey and our advisory board has a healthy number of service area representation of all local services. The feedback received is the student is a prepared entry-level paramedic.

4. *What activities does your program participate in to assist students with job placement?*

The best participation for job placement a future paramedic can do is represent their selves professionally on clinical rotation. As a college, the program director makes monthly visits to the area services employees.

Continuous Improvement Planning:

| Action Plan Objective | Timeline | Responsible Party | Resources required |
|--|----------|-------------------|--------------------|
| Increase enrollment in the Paramedic program by 50%. | 2 years | EMS Coordinator | Advertising |

Section III

Analysis of the Program

Articulation (If applicable):

At the EMT level of training, an articulation agreement is performed for the existing licensed EMT to further their education and obtain their AAS-Paramedic. With a valid EMT license nine credit hours are given for the EMDS 105 course.

Articulation agreements are performed for existing licensed Paramedic professionals. An articulation agreement is performed when a currently licensed paramedic wants to further their education from Short-term Certificate to AAS-Paramedic. The student is given credit for the core hours of the certificate program and the student is responsible for the prerequisites and general education hours to complete their degree.

To be eligible, students must have successfully completed an accredited paramedic program. Students that are eligible need to apply with a written request for an articulation agreement. The student must understand the general education and prerequisites requirements must meet the standards of Three Rivers College and the Nursing and Allied Health Department.

Transfer Rates (If applicable): Not Applicable

Changes in Curriculum:

In spring 2014, the paramedic program implemented a new software program called FISDAP. This allows students to input their own documentation in the field and the faculty to track the skills laboratory as well as the clinical and field internship. This program can generate a report that shows the analysis of a student's skills that are required by the accrediting body.

In Fall 2016:

- EMDS 105 course will increase its credit hours from 8 to 9. This course was set on a one-to-one ratio in lecture and lab. The ratio needs to be one-to-one lecture, one-to-three lab and clinical areas to provide adequate time for skill proficiency. In teaching this course over the past several years, it has been discovered that, there is not enough time to prepare the student for the job that is required. This is leaving a burden on the area services to teach

the student real world techniques of EMS. The addition of simulation, allows Three Rivers College to provide the student with patient care simulation and the driving simulation. The driving simulator allows students to practice safe driving practices prior to entering the workforce.

- Book change to EMDS 201, upon review and approval from the Advisory Committee. After four cohorts of students with this book, it was decided this book was not proficient in teaching and hard to understand. The new book covers the same materials in each module in a more proficient manner.
- EMDS 150: the basic dysrhythmia component was removed from the course to allow more focus on medication administration. EMDS 150 is a summer course that is fast paced, with multiple steps prior to a safe and proficient medication administration. In the allotted time for this class, the discovery was the student needed more time to become proficient in pharmacological and pharmacodynamics of medication administration. The basic cardiac dysrhythmia components were removed from EMDS 150 because these components are fully discussed in EMDS 201 and EMDS 204.
- EMDS 103 and EMDS 109 are removed from the curriculum. EMDS 103 was removed from the course offerings, due to lack of interest. The students were taking EMDS 105 in the place of EMDS 103 in order to have the opportunity to gain employment. When looking at the curriculum EMDS 103 and EMDS 105 were required to obtain the AAS-Paramedic Degree. This was never intended to work in that order for accomplishing their degree.
- The Short-term Certificate awarded upon completion of the course only. The system currently shows EMDS 103, 105, and 109 are required for the Short-term certificate. This was never the intent. Each course was to receive a separate certificate.
- AAS Paramedic changed to reflect the curriculum changes of EMDS 105 going from 8 credit hours to 9.

External Needs Assessment:

1. *Does the advisory committee meet regularly?*

EMS advisory meets regularly and show great interest in the program as well as the community's interest.

2. *How do the external factors impact the curriculum?*

The external EMS Educational standards and governing bodies have very high standard for the EMS programs. With these standards in place the program outcomes and curriculum has been designed around the guidelines.

3. *How does your Advisory Board adequately represent the community and workforce needs?*

CoAEMSP set the representation of the community.

- Community of Interest
- Physician(s) (may be fulfilled by Medical Director)
- Employer(s) of Graduates Representative
- Key Governmental Official(s)
- Police and Fire Services
- Public Member(s)
- Hospital / Clinical Representative(s)
- Other
- Faculty
- Medical Director
- Program Director
- Sponsor Administration
- Current Student
- Graduate

Adequacy of Facilities, Equipment, and Technology:

In summer 2015, the Paramedic program moved from the previous Nursing and Allied Health location to the Plaster Free Enterprise Building located on the Poplar Bluff campus. Fall 2015, Three Rivers Paramedic program moved into the Plaster Free Enterprise Building on the main Three Rivers College campus between the Westover Administration building and the Myrtle Rutland Library/Academic Resource Commons. The program is located on the second floor of the building and consists of one classroom and two labs used specifically for the EMS Program. The facility has generous room to allow the student to participate in skills practice and simulation.

Three Rivers College also received an emergency driving simulator to provide students with defensive emergency driving skills. The students are trained on how to respond appropriately and in a safe manner to a simulated emergency call. The department also received a life pack 12 ECG monitor; intubation equipment; new training manikins (adult, child and infant) to simulate advanced skills such as, defibrillation, cardioversion, 12-lead capability, chest decompression, needle and surgical cricothyrotomy, intubation; and infant crisis manikin. The purpose of obtaining the equipment is to allow the student to practice for real life situations.

At Three Rivers College, many different faculty and staff members assist the student with their program of study. The student starts at the Welcome Center, which directs the student to the Administrative Office to assist with registration such as; choosing major, which courses are needed, what the prerequisites are, and assigned an advisor. The student is then directed to financial aid, for assistance with FASFA, grants, scholarships or student loans. Students are required to have placement scores for the program, and the Testing Center is available for the student to take tests to qualify for entrance into a program and also provides exit exams such as National Registry Testing for the students licensing. The bookstore is responsible for ordering the books that are required for the courses, helping students find the right books that match their courses, and promoting the college with their apparel.

The goal for Three Rivers College Paramedic Program is to have safe, competent students. The College has many professional instructors to help achieve this goal by starting with the EMS Coordinator, Tami Cunningham, MBA, BAS, AAS-Paramedic. Mrs. Cunningham has continued to enhance her education by obtaining her Masters in Business Administration while continually keeping up with new regulations in EMS and to better her classroom performance . Assets to Mrs. Cunningham are Kevin Tidwell, AAS-Paramedic, the instructor for EMDS 105 at the off-center locations, Chris Butler – EMT, lab assistant for both locations during the EMDS 105 courses; and Mike Willis – RN, MSN, MBA- HC, EMT- Paramedic, who is the Simulation Lab Coordinator. Mr. Willis is responsible for creating the simulations that are used to help the students to develop their critical thinking and practice skills for assessment and evaluation of the students.

Three Rivers College also offers many different services for the students to use at their discretions. Student Disability Services is used by qualified students with disabilities. The Student Disability Services follows the American with Disabilities Act, 1990 and provides many services such as, assistive software and technology, note takers, and alternative testing formats. The ACHIEVE Program is located on the top floor of the ARC and helps students by making attainable goals and assisting in the steps needed to reach those goals. They also provide support, advising, tutoring, and counseling to students in need. The students also have access to the Tutoring and Learning Center (TLC) also located on the top floor of the ARC. In the TLC, students will be assisted in English, Writing, Math, Science, and Accounting. This offers students a quiet place to study alone or work in groups and gives access to many computers at the Public Computing Center. Three Rivers College offers a Career Services in order to help students find jobs and build their career. The service offers Job Search Assistance, hosts Career and Job Fairs, helps with the basic resumes and cover letters, assists with interview skills and knowledge, and post jobs from local employers.

Impact of Resources to Support Teaching and Learning:

The paramedic Program has received specialized equipment over the course of the last few years. Equipment includes Trauma-Hal, a high-fidelity simulator, several training manikins for advanced skill training, and emergency driving training simulator.

The program uses FISDAP for high-stake testing, test analysis, and as a tracking method for lab skills, clinical skills, and field internship skills. FISDAP is responsible many areas of documentation that satisfies CoAEMSP standards. The software allows the student or facilitator to schedule lab shifts, clinical shifts, and field internship shifts. In using the program from FISDAP this allows many of the reports to be generated from the database to continue our accreditation purposes.

The decision was made to increase the time allotted for simulation because the national educational standards are moving to scenario case-based learning as well as testing. Mike Willis is the Simulation Coordinator and participates with the EMS simulations. The ability to train students to learn in the same manner as licensure testing is a valuable asset to the program.

In October 2015, a part-time EMS Secretary was hired. The job of the EMS Secretary is to perform secretarial and clerical support for the paramedic faculty, such as, but not limited to: preparing correspondence, receiving and handling incoming calls or visitors, and working with the EMS Coordinator on departmental budget, ordering of the supplies, creating monthly calendar, and maintaining filing systems within the office.

Evaluation of Resources to Support Teaching and Learning:

At this time, the resources to support teaching and learning are appropriate.

Professional Development:

Identify any professional development activities completed by instructors teaching within the program.

Mrs. Cunningham, EMS Coordinator, maintains her Paramedic license by completing continuing education units that are consistent core requirements by the Bureau of EMS state of Missouri. She attended the EMS Educators conference in the fall of 2014. Tami attends yearly conference to follow the accreditation process, as this improves professional development within Three Rivers College. In 2015, she attended many webinars with Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP) in order to prepare for the site visit. In 2016, Tami has participated in multiple phone conferences concerning the Military Transition, attended Quality Matters and Project Teach hosted by Three Rivers College. Ms. Cunningham just recently earned her MBA from William Woods University.

Michael Willis, RN, MSN, MBA-HC, Paramedic is the Simulation Coordinator for Three Rivers College. Mr. Willis has worked very diligently to attend professional development opportunities'.

His training includes:

In 2015, Mike traveled to Las Vegas to attend a regional conference hosted by Fisdap. The training improving simulations in EMS "Train like you fight".

In 2016, Mike has attended many webinars for such things as; how to use audio-based simulation to impact learning outcomes, engage novice learners to foster improved clinical reasoning, recognizing and reacting to the lost advanced airway, using simulation to prevent falls and

reinforce patient safety, expanding the use of simulation in EMS, adding value to your EMS supply management system.

External Accreditation & Documentation:

The *Three Rivers College EMS Program* is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of *Committee on Accreditation of Education Programs for the Emergency Medical Services Professions (CoAEMSP)*.

Commission on Accreditation of Allied Health Education Programs

1361 Park Street

Clearwater, FL 33756

727-210-2350

www.caahep.org

1. *Date of last visit*
06-22-15
2. *Date of next upcoming visit*
2020

The paramedic program must be accredited by the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP). The program held a Letter of Review from 2012-2016. The Initial Self-Study Report was submitted and received with prompts of improvement prior to the on-site visit on June 22, 2015. During the site visit the Commission on Accreditation of Allied Health Education Programs (CAAHEP) found Three Rivers College to be in compliance with the nationally established standards and awarded initial accreditation on March 18, 2016, and expiring March 31, 2021.

Three Rivers College

THE COMMUNITY COLLEGE OF SOUTHEAST MISSOURI

PROGRAM REVIEW

Program Title: Early Childhood Development AAS

Dates of Review: Spring 2017

Faculty Contact: Heather Cornman

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Phone: 573-840-9061 **VoIP Extension:** 8141

Executive Summary:

The ECD program is viable to TRC and continues to maintain enrollment. A large portion of students currently work in the early childhood field and are attending TRC to further their career or earning opportunities. TRC is located in the area of two large Head Start agencies. These agencies cover 12 counties in Southeast Missouri. These programs currently are in the process of program expansions which will lead to more qualified staff hires. Advisory board members from Head Start contact ECD program frequently to advertise open positions.

Challenges include graduation/completion. In the past, students have taken early childhood development courses to meet qualifications for public school substitutes or Head Start, which requires 18 hours of early childhood credit hours if an AA degree in another field is held. So, in turn, some students will only enroll in the ECD program but not complete. ECD coordinator monitors student progress and contacts students via email or phone to encourage enrollment in final classes needed for completion. There are 15 students on track for graduation Spring 2018.

Updates to the program will be the focus for the near future. ECD coordinator will be working on getting curriculum approval for changes to the ECD program. Some of the changes include, reducing practicum hours to still meet national standards along with transfer universities, adding ECD 205 and 208 Preschool/Infant-Toddler CDA as required courses, creating an Infant/Toddler course and evaluating the number of general education credit hours required for the ECD AAS.

Section I Program Overview

College Mission Statement:

Three Rivers College inspires, prepares, and empowers students to succeed through open access to high-quality learning opportunities that meet the needs of the communities we serve.

Program Purpose Statement:

The Early Childhood Development curriculum is designed to both prepare students for employment and for leadership roles in licensed child care centers, private preschools, and Head Start. Although offered as a terminal degree, many courses transfer into four-year Early Childhood Development programs.

The ECD statement aligns with the institutional statement by stating the program prepares students for employment and leadership in employment opportunities that can be found or created in their local community.

Catalog Description:

Place an "X" in the box if this section is identical to the Program Purpose Statement.

The current statement in the 2016-2017 catalog has been changed and approved by curriculum committee. The new statement will be in the 2017-2018 catalog.

New Statement- The Early Childhood Development curriculum is designed to both prepare students for employment and for leadership roles in licensed child care centers, private preschools, and Head Start. Although offered as a terminal degree, many courses transfer into four-year Early Childhood Development programs.

Pre-requisites: N/A

Program Costs:

- Required CPR/First Aid certificate at a cost of \$45 and up (depending where student completes certification).
- One-time fee for a background screening through the MO Highway Patrol of \$13.50. This screening can be used for multiple courses.

Section II

Current State of the Program

Enrollment Trends:

| Course | Fall 2015 | | | Spring 2016 | | | Summer 2016 | | | Fall 2016 | | | Spring 2017 | | |
|--|-----------|-----|----|-----------------------|------------------------|------------------------|-------------|-----|----|-----------|-----|----|-------------|-----|----|
| | # | Cap | % | # | Cap | % | # | Cap | % | # | Cap | % | # | Cap | % |
| ECD 126 Health, Safety & Nutrition | 23 | 30 | 77 | 23 | 30 | 77 | 6 | 24 | 25 | 17 | 30 | 57 | 15 | 30 | 50 |
| ECD 202 Survey of Early Childhood | 23 | 30 | 77 | Winter Online 7 | Winter Online 30 | Winter Online 23 | 10 | 30 | 33 | 18 | 30 | 60 | 11 | 30 | 37 |
| ECD 205 Preschool CDA | - | - | - | 4 | 20 | 20 | - | - | - | 4 | 20 | 20 | 4 | 20 | 20 |
| ECD 208 Infant/Toddler CDA | 1 | 15 | 6 | 3 | 20 | 15 | - | - | - | - | - | - | 3 | 20 | 15 |
| ECD 235 Special Children | 3 | 30 | 10 | 15 | 30 | 50 | - | - | - | 16 | 30 | 53 | - | - | - |
| ECD 237 Early Childhood Development Lab | 8 | 24 | 33 | - | - | - | - | - | - | 11 | 24 | 46 | - | - | - |
| ECD 245 Early Childhood Administration | - | - | - | 16 | 30 | 53 | - | - | - | - | - | - | 21 | 30 | 70 |
| ECD 247 Early Childhood Curriculum | 9 | 30 | 30 | - | - | - | - | - | - | 11 | 30 | 37 | - | - | - |
| ECD 295 Early Childhood Practicum I | - | - | - | 8 | 15 | 53 | - | - | - | - | - | - | 10 | 15 | 67 |
| ECD 296 Early Childhood Practicum II | - | - | - | 8 | 15 | 53 | - | - | - | - | - | - | 10 | 15 | 67 |
| Total Course Enrollment | 67 | | | 84 | | | 16 | | | 77 | | | 74 | | |

(-) = Course not offered

ECD 126 and ECD 202 generally have a higher enrollment due to articulated credit through Central Methodist University and Hannibal-LaGrange College. Course enrollment has fluctuated along with the college's overall numbers. Enrollment in ECD courses has increased 15% from Fall 2015 to Fall 2016. This could be attributed to having a full-time ECD coordinator and instructor. This position had been vacant for approximately 12 months prior to March 2015.

Enrollment Evaluation:

1. All ECD courses are offered primarily online with the exception of ECD 237, 295, and 296 which are practicum lab experiences. ECD Coordinator would like to add a face-to-face section or possibly, a hybrid course, for ECD 126 and ECD 202 in addition to the online sections. These two courses are gateway courses for the ECD program. This would allow students to develop a relationship with instructor/coordinator to assist in facilitating student retention in ECD. A student survey will be developed and distributed in Spring 18 that will inquire about interest and times students are available.
2. Credit for Prior Learning will be awarded to Three Rivers College Early Childhood Development students who hold a current Child Development Associate (CDA) Credential awarded by the Council for Professional Recognition. Three Rivers students must complete the *Alternative Credit Assessment Form*, show proof of \$100 processing fee paid, and supply documentation of any industry certifications awarded to the Career Services Office.

The following courses will be given credit for prior learning for a total of 8 credit hours:

ECD 126 Child Health, Safety, and Nutrition (3 hrs)

ECD 205/208 Preschool or Infant/Toddler CDA Lab (5 hrs)

This will be used as an incentive to enroll in the ECD program. Head Start requires staff to obtain a CDA and then to pursue at least a two-year degree in early childhood. The incentive will be that they will receive 8 hours of credit for work they have previously completed.

The Council for Professional Recognition is the institution that awards the CDA credential. This credential can be earned by college credit or clock hours of training. The requirements are the same for the candidates regardless of where the training is obtained.

Two institution in Missouri offer credit for the CDA credential. Ozarks Technical Community College offers students up to 11 hours of credit for a current CDA Credential and Moberly Area Community College articulates 5 hours of credit –by –credential with a current CDA.

3. Submit for approval to offer a condensed Short-term Early Childhood Certificate and implement a One-year Early Childhood Certificate

Short-Term

- The Short-Term Certificate would include ECD 126, 202, 205 or 208 for a total of 11 hours. This would satisfy the requirement from the Council for Professional Recognition (CDA) for 120 hours of professional education.
- Would not qualify for financial aid
- “Our CDA needs are as such that staff need to complete in 3-6 months if possible.”

~~Comment from Advisory Board Survey

| Courses | | | Hours | |
|-------------|-----|---------------------------------------|-------|--|
| ECD | 126 | Child, Health, Safety, and Nutrition | 3 | |
| ECD | 202 | Survey of Early Childhood Development | 3 | |
| ECD | 205 | Preschool CDA Lab | 5 | |
| ECD | 208 | Infant/Toddler CDA Lab | | |
| TOTAL HOURS | | | 11 | |

One Year ECD CDA Certificate

- Expand the CDA Short-term Certificate to a One Year Certificate
- The Short-Term Certificate would include ECD 126, 202, 245, 295, 296, 205 or 208 for a total of 24 hours. This would satisfy the requirement from the Council for Professional Recognition (CDA) for 120 hours of professional education, in addition give the student 200 of the 480 hours of experience required for the CDA.
- The One Year Certificate would qualify for financial aid.

| Courses | | Hours | | |
|-------------|-----|---------------------------------------|----|--|
| ECD | 126 | Child, Health, Safety, and Nutrition | 3 | |
| ECD | 202 | Survey of Early Childhood Development | 3 | |
| ECD | 245 | Early Childhood Administration | 3 | |
| ECD | 295 | Early Childhood Practicum I | 5 | |
| ECD | 296 | Early Childhood Practicum II | 5 | |
| ECD | 205 | Preschool CDA Lab | 5 | |
| ECD | 208 | Infant/Toddler CDA Lab | | |
| TOTAL HOURS | | | 24 | |

**Both of these certificates would allow students to transfer into the ECD AAS program.

Progress & Completion:

5. *What is the benchmark for program completion? Please explain the rationale for this benchmark.*
 - Students are required to take the TSA exit exam upon program completion.
 - Currently there are not any benchmarks in place for program competition. However, as the program continues to mature, it may be possible to require graduates to complete the program with a more stringent GPA. A passing score of 3.0 could be considered in the future for a program benchmark.
 - Passing all ECD courses with a minimum of a C needs to be added to program requirements.
6. *Are there identifiable points where [attrition](#) increases?*

None identified at this time

7. Explain any significant findings in different modalities, locations, and settings.

ECD courses are offered online or ITV.

| | | | | |
|-----|------------------|---|---|--------|
| ECD | 126 | Child, Health, Safety, and Nutrition | 3 | Online |
| ECD | 202 | Survey of Early Childhood Development | 3 | Online |
| ECD | 205 | Preschool CDA Lab | 5 | Online |
| ECD | 208 | Infant Toddler CDA Lab | 5 | Online |
| ECD | 235 | Special Children | 3 | Online |
| ECD | 237 | Early Childhood Development Lab | 5 | ITV |
| ECD | 245 | Administration of Programs for Young Children | 3 | Online |
| ECD | 247 | Survey of Early Childhood Development | 3 | Online |
| ECD | 295 | Early Childhood Practicum I | 5 | ITV |
| ECD | 296 ^o | Early Childhood Practicum II | 5 | ITV |

Many students have shared that they work full-time and are in need of online courses. Modality of ECD 295 & 296 was changed to ITV starting Spring 2016. They had previously both been face-to-face courses offered at Poplar Bluff. Several students were not able to attend at Poplar Bluff due to time constraints and distance to campus.

8. Describe trends in student success and retention disaggregated by: ethnicity, gender, age, and enrollment status, settings. Cite quantitative data and specific tables from the data packets.

Program Enrollments:

| Year | Academic Program | Number Enrolled | Graduates |
|-------------|-------------------------|------------------------|------------------|
| Fall 2015 | AAS | 62 | 8 |
| | Certificate | 4 | 0 |
| Fall 2016 | AAS | 53 | 7 |
| | Certificate | 56* | 1 |
| Fall 2017 | AAS | 66 | 6 |
| | Certificate | 67 | 6 |

*After Fall 2015, all students who registered for the Early Childhood Development AAS were also put into the Certificate program.

Retention rates: (Tracking report included in submitted documents)

SP16: 97%

FA16: 100%

SP17: 92%

9. *Evaluation: Based on these trends, what do you feel are significant factors or barriers influencing student success in your courses and program? What changes (e.g. in curriculum, [pedagogy](#), scheduling, modality) could be implemented to improve these trends?*

Since 70% of ECD courses are offered online, it would be beneficial to students to be able to complete ECD 237, 295, 296 at least as a hybrid of face-to-face and online.

Student Learning Outcomes Assessment:

5. *Are all program-specific course-level student learning objectives being systematically and regularly assessed? Describe your assessment plan.*

ECD program assessment plan for 16-17 included in provided documents.

6. *Do the course offerings provide a clear path to achieving the program learning outcomes? Are the courses sequenced in the most effective manner?*

Yes. Courses are sequenced so that students take all ECD classes leading up to practicum course where they will put into practice skills and knowledge they have been examining.

7. *Does each class have a specific role to play in helping students achieve the program learning outcomes? Is unnecessary duplication of knowledge and/or skills avoided?*

Student achievement in regards to program learning is demonstrated in ECD course mapping (included in documents).

The number of observation/practicum hours needs to be reviewed. There is a large number of hours required compared to other institutions. Review of number of credit hours given for observation/practicum courses also needs to be addressed. The three main transfer universities on the TRC campus only accept the practicum courses as electives. CMU accepts 2 hours of credit for ECD 295 for their Infant/Toddler Practicum.

8. *What improvements in your courses have been implemented through student learning outcome assessment? How has student learning been improved through implemented changes?*

SLO report completed for the first time FA16. After completing the SLO report, it has become evident that additional assessments need to be developed to assist in tracking student learning outcomes.

Program Learning Outcome Assessment:

5. *Describe your program-level outcomes assessment plan.*

Program level outcomes are assessed along with course outcomes since national NAEYC outcomes are used for program and course level outcomes.

6. *What improvements have been implemented as a result of PLO assessment?*

Improvements will be implement in 2018 based on Outcomes report.

7. *Is the program arranged so that a full-time students can complete the program in two years or less regardless of modality, location, or setting? If not, what changes could be implemented to facilitate this goal?*

Yes

8. *What specific needs does the program fill at the institution that are not filled by similar programs?*

ECD students are able to obtain a CDA certification that allows them to enter the early childhood workforce before they complete the AAS in ECD. There in not currently another entity in the community that provides CDA training. The local Head Start offers training to staff but not community individuals.

Job Placement:

5. *What is the program's job placement rate in the appropriate field of study?*

| Summary | |
|--|---------------------------------------|
| Quick Facts: Preschool Teachers | |
| 2015 Median Pay ? | \$28,570 per year \$13.74 per hour |
| Typical Entry-Level Education ? | Associate's degree |
| Work Experience in a Related Occupation ? | None |
| On-the-job Training ? | None |
| Number of Jobs, 2014 ? | 441,000 |
| Job Outlook, 2014-24 ? | 7% (As fast as average) |
| Employment Change, 2014-24 ? | 29,600 |

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2016-17 Edition*, Preschool Teachers

6. *Does the labor market indicate sufficient need for the program? What are future trends, opportunities, and challenges?*

Employment of preschool teachers is projected to grow 7 percent from 2014 to 2024, about as fast as the average for all occupations. Growth is expected due to a continued focus on the importance of early childhood education.

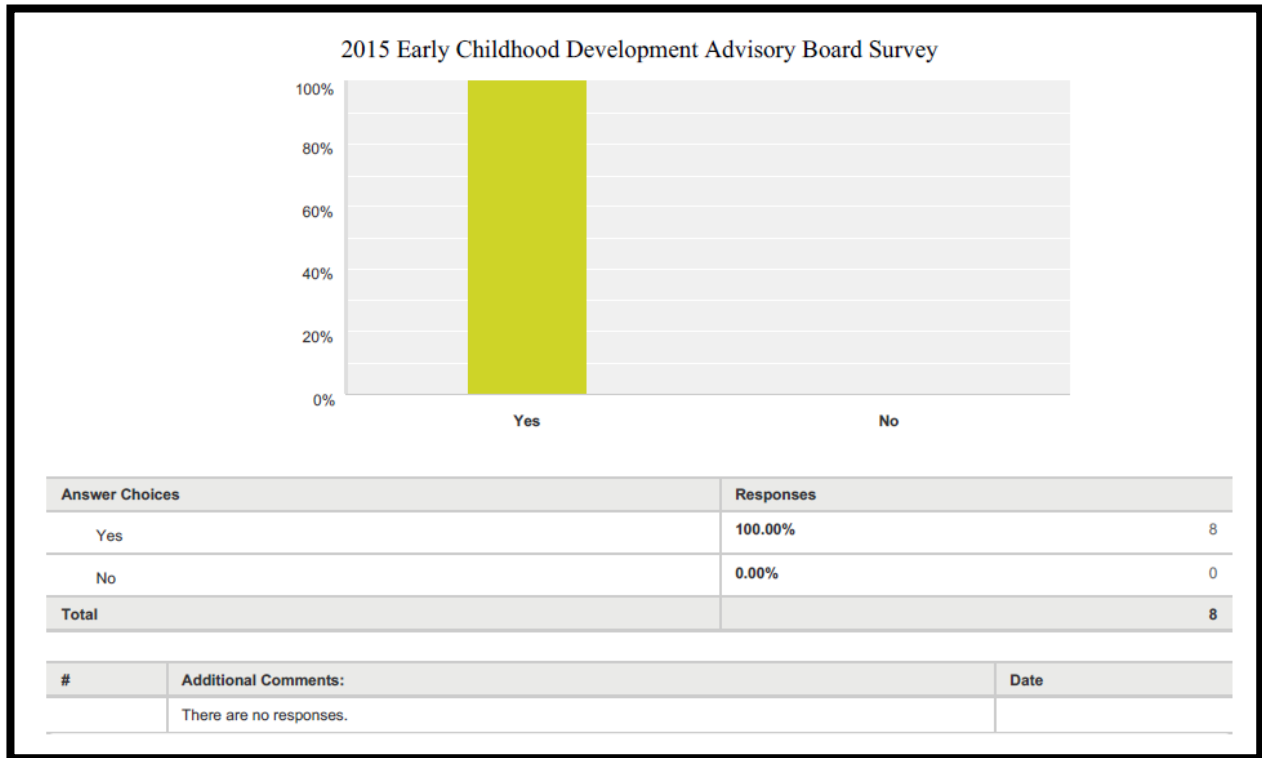
The number of preschool-aged children is expected to increase; however, their share of the overall population should remain constant.

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2016-17 Edition*, Preschool Teachers

Missouri Kids Count reports in 2015 that there is a child population in Butler County of 3200 children, yet only 950 licensed child care capacity. That leaves over 2000 children not being served in a licensed facility. This data supports that the employment rate of preschool teachers is expected to grow.

7. *Are graduates sufficiently prepared to enter the workforce based on the feedback from employers and advisory board?*

Based on your experience, are the graduates of the Early Childhood Development program at Three Rivers College safe, competent, and employable applicants?



8. *What activities does your program participate in to assist students with job placement?*

The ECD Practicum allows students to spend 140 hours in various early childhood settings. As with a student teaching, a number of students are hired at the setting where they have volunteered. Job postings and announcements are shared with students on Blackboard. Employers from Head Start and other early learning facilities are invited to share employment information with ECD practicum students.

Continuous Improvement Planning:

| Action Plan Objective | Timeline | Responsible Party | Resources required |
|--|-----------------|--------------------------|---------------------------|
| Complete Assessment/Student Learning Assessment Report | Fall 2017 | ECD Coordinator | Committee feedback |
| Complete curriculum approval process for new program grid. | Spring 2018 | ECD Coordinator | Curriculum Committee |
| Create Infant/Toddler course | Fall 2018 | ECD Coordinator | Curriculum Committee |
| Advisory Board Meeting | Spring 2018 | ECD Coordinator | Budget for luncheon |
| Revise ECD practicum courses | Spring 2018 | ECD Coordinator | Curriculum approval |

Section III

Analysis of the Program

Articulation (If applicable):

Articulation Agreements:

Central Methodist University-Updating in process. Completion planned Spring 2018

Hannibal LaGrange-Updating in process. Completion planned Spring 2018

Southeast Missouri State University: Updated agreement 5-22-16

1. *How often are these agreements updated, reviewed, renewed? When was last update, review?*

Have not been updated since 2015.

2. *What programmatic changes are needed to accommodate [articulation](#) agreements?*

HLG requests that ECD 126 be offered in the Summer. Hannibal-Lagrange College and Central Methodist University have both verbally agreed that the ECD practicum courses could be reduced from 5 credit hours to 3 credit hours.

3. *Are there any opportunities for new or additional agreements? N/A*

Transfer Rates (If applicable): N/A

Changes in Curriculum:

Spring 2016

Curriculum approval for SLO updates for ECD 126:

Rationale for revision: Current SLOs are out-of-date and some are not measurable outcomes. Last revision was Spring 2010. The new Student Learning Outcomes align with program outcomes and NAEYC standards

New Outcomes:

- Relate awareness, effective practices, and sound health education in order to promote children's health.
- Demonstrate how to create and maintain safe learning environments.
- Examine appropriate meal planning, food safety, and nutrition education in order to meet children's essential nutritional needs.

Added prerequisite: READ 02 or placement of ENGL 111

Rationale:

Adding the prerequisite of READ 02 or placement of ENGL 111 will support student success in regards to the online aspect. The majority of ECD classes are offered online. The goal of requiring these prerequisites in the gateway courses of ECD 126 and ECD 202 would be that the students are more prepared in working independently with the online ECD courses.

Curriculum approval for SLO updates for ECD 202:

New Outcomes:

- Recognize the history and importance of early childhood development.
- Demonstrate an understanding of child growth and development.
- Employ the components of high quality early childhood education in curriculum development.
- Apply knowledge of the role as a professional in the Early Childhood field.

Added prerequisite: READ 02 or placement of ENGL 111

Rationale:

Adding the prerequisite of READ 02 or placement of ENGL 111 will support student success in regards to the online aspect. The majority of ECD classes are offered online. The goal of requiring these prerequisites in the gateway courses of ECD 126 and ECD 202 would be that the students are more prepared in working independently with the online ECD courses.

Fall 2016

1. Curriculum approval for SLO updates for ECD 235:

New Outcomes:

- Recognize benefits of early intervention and intervention strategies.
- Examine characteristics of children with developmental or learning disorders to typically developing children.
- Demonstrate how to plan an environment for inclusion of all children.
- Distinguish importance of parent-teacher partnerships for involvement of families with special needs children.

2. Curriculum approval for SLO updates for ECD 245:

New Outcomes:

- Examine the administrative/managerial tasks involved in starting and maintaining an early childhood program
 - Demonstrate developmentally appropriate planning for various age groups in an early childhood setting
 - Illustrate effective management of staff
 - Assess strategies for family and community involvement
3. Curriculum approval for SLO updates for ECD 247:
New Outcomes:
- Design curriculum that is child centered, child initiated and responsive to families.
 - Implement curriculum that supports play and learning using developmental, inclusive, and anti-bias principles.
4. Curriculum approval for SLO updates for ECD 295:
New Outcomes:
- Demonstrate professional and ethical behaviors with children, colleagues, and families in the early childhood setting.
 - Prepare learning experiences appropriate for infants and toddlers.
 - Illustrate appropriate and respectful guidance and classroom management strategies with infants and toddlers
5. Curriculum approval for SLO updates for ECD 296:
New Outcomes:
- Demonstrate professional and ethical behaviors with children, colleagues, and families in the early childhood setting.
 - Prepare learning experiences appropriate for preschool-aged children.
 - Illustrate appropriate and respectful guidance and classroom management strategies with preschool-aged children.
6. Curriculum approval for revision of program purpose statement New Program Statement:
The Early Childhood Development curriculum is designed to prepare students for employment and leadership roles in licensed child care centers, private preschools, and Head Start programs. Although offered as a terminal degree, many courses transfer into four-year Early Childhood Development programs.
7. Program Grid change:
Reflects change of ECD electives due to creation of EDUC 240 Integration of Art, Music, PE Elementary Education approved Spring 16 for the Teacher Education

program. This course combined Art Music and PE for the Elementary Teacher, deleting these three courses that had previously been listed as ECD electives.

External Needs Assessment:

1. *Does the advisory committee meet regularly?*

Advisory committee met on 4-28-15 and 3-23-16. Meets on annual basis.

2. *How do the external factors impact the curriculum?*

ECD 205 Preschool CDA and ECD 208 Infant/Toddler CDA courses are based on requirements from the Council of Professional Recognition which is the agency that provides the CDA certification.

ECD 295 Infant/Toddler Practicum and ECD 296 Preschool Practicum require students to participate in programs that include Head Start, a licensed child care center or public preschool. These program placements are required by NAEYC Program Outcome 7-Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) and in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs).

3. *How does your Advisory Board adequately represent the community and workforce needs?*

Members of the ECD Advisory Board have representation that include Head Start, CMU, Hannibal-LaGrange, Butler County Resource Council, local child care providers, ParentLink, local school system, and First Steps along with various personnel from TRC. The agencies represented on the Advisory Board are affiliated with the Early Childhood field in some capacity.

Adequacy of Facilities, Equipment, and Technology:

1. *Are facilities safe and sufficient to support and assure the integrity and quality of the program? Is access assured for all facilities?*

Early Childhood Development office/classroom contains adequate furnishings and child development materials for students to experience an early childhood classroom. Books and materials are available for student use.

2. *Is equipment adequate?*

ITV classroom would be needed to add face-to-face ECD 126 or 202. ITV equipment is outdated at the time.

3. *Is it sufficiently modernized?*

In process of updating equipment at the current time.

4. *What recommended program improvements could be made through upgrades to facilities, equipment and/or technology?*

Adding ITV to the ECD classroom would allow the classroom to be utilized. In process of developing plan to add mobile ITV equipment into the ECD office/classroom.

5. *Is all facilities, equipment, and technologies in compliance with regulatory agencies and standards?*

Yes

Impact of Resources to Support Teaching and Learning:

1. *Does the institution provide adequate resources to support teaching and learning in the program?*

- a. *Faculty and Staff*

The ECD program is staffed with one full-time coordinator/instructor. At this time, adjunct faculty is not needed.

b. *Revenue vs. Expenditures*

| | |
|--------------------------|-----------|
| Revenue | |
| Tuition | 68,146.50 |
| Common Fee | 19,425.83 |
| Total Revenue | 87,572.33 |
| Expenses | |
| Salary and Benefits | 48,887.76 |
| Supplies | 49.21 |
| Travel | 203.30 |
| Professional Development | 318.89 |
| Hospitality | 100.00 |
| Total Expenses | 49,559.16 |
| Program Generated Income | 38,013.17 |
| Margin | 43% |

c. *Disposable resources*

At this time, disposable resources are adequate. This may change in the future if more face-to-face classes are held.

2. *Are there any areas within the program that could reduce expenses for students?*

None at this time.

3. *For CTE programs, is the cost of the program proportionate to the eventual prevailing wages?*

Program Viability Report states: Given that Early Childhood Development has a 43% margin for 2017 the program is deemed to be financially viable to Three Rivers College. Viability is unlikely to change unless the program suffers an extremely large loss of enrollment or has an increase in expense such as hiring a new employee for the program or the acquisition of a large piece of equipment.

Evaluation of Resources to Support Teaching and Learning:

Additional learning resources, such as DVDs and early childhood training materials, could be added more often in order to keep materials current. Also, having access to a pediatric First Aid/CPR course through the college would be beneficial to students. All ECD students are required to obtain certification before lab/practicum courses.

Professional Development:

Identify any professional development activities completed by instructors teaching within the program.

Coordinator attends 2 regional MAECTE meetings per year. This is the Missouri chapter of NAECTE-National Association of Early Childhood Teacher Educators.

Attending Conference on the Young Years in March. Will also be attending a Missouri Early Childhood Community College Collaboration meeting before conference begins.

Three Rivers College

THE COMMUNITY COLLEGE OF SOUTHEAST MISSOURI

PROGRAM REVIEW

| | |
|--------------------------------|--------------------------------------|
| <u>Program Title:</u> | Education AAT |
| <u>Dates of Review:</u> | Spring 2017 |
| <u>Faculty Contact:</u> | Faye Sanders |
| <u>Email:</u> | asanders@trcc.edu |
| <u>Phone:</u> | 840-9001 VoIP Extension: 8402 |

Executive Summary:

The Reflective Educational Practitioner:

We believe that powerful professional educators are, among other things, “reflective decision makers.” In general, reflective decision-making involves:

- Finding clear and productive ways of characterizing problems and opportunities; Ø careful, well-informed consideration of possibilities or alternatives for action; Ø thoughtful assessment of choices made and implemented.

We believe that reflective practitioners in professional education contexts:

- make informed, rational choices in a variety of learning contexts.
- actively pursue learning themselves.
- critically examine their own and others’ experienced-based perceptions, strategies, and conventional wisdom about schooling and learning.
- draw routinely from academic and real-life knowledge.
- view teaching as a dynamic process to reexamine the refinement of established models and emergence of new ones.

General Learner Outcomes:

The curricula of The Teacher Education Preparation Program at Three Rivers College reflect our beliefs about professional education knowledge, skills and dispositions and are aligned with the

professional standards specified by state, national and professional accreditation organizations. Our program is designed to develop candidate knowledge, skills, and dispositions associated with successful professional education practice.

Three Rivers College Teacher Education Graduates will demonstrate competence in:

1. **Content Knowledge Aligned with Appropriate Instruction:** The teacher understands the central concepts, structures and tools of inquiry of the discipline (s) and creates learning experiences that make aspects of subject matter meaningful and engaging for students.

2. **Student Learning, Growth and Development:** The teacher understands how students learn, develop, and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.

3. **Curriculum Implementation:** The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon student, district, and state standards data.

4. **Critical Thinking :** The teacher uses a variety of instructional strategies and resources to encourage students critical thinking, problem solving, and performance skills.

5. **Positive Classroom Environment:** The teacher uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction and self-motivation.

6. **Effective Communication :** The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues, and families to foster active inquiry, collaboration, and supportive interaction in the classroom.

7. **Student Assessment and Data Analysis :** The teacher understands and uses formative and summative assessment strategies to assess the learner's progress and uses both classroom and

standardized assessment data to plan ongoing instruction. The teacher monitors the performance of each student and devises instruction to enable students to grow and develop, making adequate academic progress.

8. **Professionalism** : The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.

9. **Professional Collaboration** : The teacher has effective working relationships with students, parents, school colleagues, and community members.

Section I

Program Overview

College Mission Statement:

Three Rivers College inspires, prepares, and empowers students to succeed through open access

Program Purpose Statement: to high quality learning opportunities that meet the needs of the communities we serve.

The Three Rivers College Teacher Education Preparation Program is committed to providing a strong general studies curriculum integrated with coursework for the teacher candidate. The Teacher Education Preparation Program of study is fully accredited through the Department of Elementary and Secondary Education (DESE) and is transferable to most Missouri Colleges or Universities. The program is designed to provide the necessary background for further professional studies and allow the student to validate education as a career choice.

Both the college mission statement and the teacher education program mission statement reflect a commitment to high quality learning, meeting the needs of learners and success of the student.

Catalog Description:

Place an "X" in the box if this section is identical to the Program Purpose Statement.

The Associate of Arts in Teaching degree (AAT) is a statewide specialized degree intended for transfer to approved teacher education programs at Missouri four-year colleges and universities.

Pre-requisites:

ENG 111 with a minimum of C, will remain as a prerequisite. Competency developed in ENG 111 is necessary for learners to be successful throughout EDUC course work.

Proposed Changes:

Beginning in the Fall of 2017 any student enrolling in EDUC 201 Teaching Profession with Field Experience will be required to have a 2.0 GPA.

A 2.0 GPA requirement will serve as an admission requirement for the AAT. An admission requirement will be a data point for the Annual Performance Review (APR) being drafted by The

Department of Elementary and Secondary Education (DESE) to be implemented in the 2017-2018 academic year.

Program Revision changes have been submitted.

Program Costs:

1. Background check in EDUC 210 Educational Psychology-D & B Legal Services \$18
2. Missouri Educator Profile-\$22 assessed during EDUC 201 The Teaching Profession-added to course fees in EDUC 201
3. MoGEA-Missouri General Education Assessment-taken during the final semester before graduation. Currently not a requirement to graduate from Three Rivers College but a requirement for admission to the four year transfer institution.

Dual enrollment: Pearson \$49, TRC testing fee \$19

Section II

Current State of the Program

Enrollment Trends:

Due to the status of initial review for the AAT/AA programs limited data has been collected.

- (a) Currently the Three Rivers College Teacher Education Program does not have a formal admission process. Any student who has gained admission to the college can enroll in EDUC 201 The Teaching Profession, which is the introductory/entry course to the Teacher Education Program. (ENG 111 pre-req).

001= On Campus Day

101= On Campus Night

610= Dexter Campus

690=Kennett Campus

710=Sikeston Campus

950W=Web course

(b) Fall 2015

Spring 2016

| EDUC Course | Enrollment | Capacity | EDUC Course | Enrollment | Capacity |
|---|------------|----------|--|------------|----------|
| EDUC 201-001 The Teaching Profession | 28 | 30 | EDUC 201-001 | 23 | 30 |
| EDUC-201- 101 | 23 | 30 | EDUC 201-101 | 18 | 30 |
| EDUC 201-610 | 15 | 20 | Not offered | | |
| EDUC 201-690 | 11 | 20 | Not Offered | | |
| EDUC 201-710 | 10 | 20 | EDUC 201-710 | 9 | 20 |
| EDUC 210-001 Educational Psychology | 23 | 30 | EDUC 210-001 Educational Psychology | 20 | 30 |
| Not Offered | | | EDUC 210-101 Educational Psychology | 6 | 24 |
| EDUC 210-610 Educational Psychology | 16 | 24 | Not offered | | |
| Not Offered | | | EDUC 210-690 Educational Psychology | 6 | 24 |

| | | | | | |
|---|----|----|--|----|----|
| EDUC 230-001 Foundations of Education | 11 | 24 | Not Offered | | |
| EDUC 230-950W Foundations of Education | 37 | 30 | EDUC 230-950W Foundations of Education | 33 | 30 |
| Not Offered | | | EDUC 230-101 Foundations of Education | 17 | 24 |
| EDUC 270-001 Technology for Teachers | 21 | 24 | EDUC 270-001 Technology for Teachers | 18 | 24 |
| EDUC 270-101 Technology for Teachers | 9 | 24 | Not offered | | |
| Not offered | | | EDUC 270-610 Technology for Teachers | 14 | 24 |
| EDUC 270-690 Technology for Teachers | 5 | 24 | Not Offered | | |
| EDUC 270-710 Technology for Teachers | 5 | 24 | Not offered | | |
| EDUC 270-950W Technology for Teachers Winter Only | 13 | 30 | | | |

© Full time versus part time data is not available.

Enrollment Evaluation:

Fall and Spring semester Web courses exceed capacity. Fall 2015@ 120% capacity Spring 2016 @110% capacity

Winter Web Courses meet the required 10 students to form the course but do not exceed capacity.

Fall and Spring On Campus day courses: Fall 2015 courses average 74% of capacity Spring 2016 courses average 71 % of capacity

Fall and Spring On Campus evening courses Fall 2015 average 57% of cap. Spring 2016 average 58% of cap.

Dexter Campus Fall 2015 average (71%)capacity Spring 2016 (58%) capacity

Kennett Campus Fall 2015 average (38%) capacity Spring 2016 (25%) capacity

Sikeston Campus Fall 2015 average (35.5%) capacity Spring 2016 (45%) capacity

Both the Kennett and Sikeston campus courses are not meeting the required 10 students as required by Three Rivers College. ITV course offerings could be used to accommodate Kennett, Dexter and Sikeston.

Progress & Completion:

1. *What is the benchmark for program completion? Please explain the rationale for this benchmark.*

Currently there is no formal benchmark for the Teacher Education Program. Historically, EDUC 290 Teacher Education Capstone and the C-Base were used as program completion benchmarks. Those benchmarks were removed prior to 2013.

2. *Are there identifiable points where attrition increases?*

EDUC 201 The Teaching Profession is an introductory course, through advisement it is expected that a percentage of students will not continue to pursue a teaching degree.

Data regarding retention has not been gathered to date.

3. *Explain any significant findings in different modalities, locations, and settings.*

Data not collected.

4. *Describe trends in student success and retention disaggregated by: ethnicity, gender, age, and enrollment status, settings. Cite quantitative data and specific tables from the data packets.*

Data not collected.

5. *Evaluation: Based on these trends, what do you feel are significant factors or barriers influencing student success in your courses and program? What changes (e.g. in curriculum, pedagogy, scheduling, modality) could be implemented to improve these trends?*

N/A

Student Learning Outcomes Assessment:

1. *Are all program-specific course-level student learning objectives being systematically and regularly assessed? Describe your assessment plan.*

Student Learning Outcomes were assessed in the Spring 2016 semester, in two sections of EDUC 210 Educational Psychology. No other courses or student learning outcomes were assessed at this time. The program Assessment plan is in draft form and will be used for assessment in the 2016-2017 academic year.

2. *Do the course offerings provide a clear path to achieving the program learning outcomes? Are the courses sequenced in the most effective manner?*

EDUC courses are sequenced to provide students with teacher candidate competencies to successfully complete the program. All courses are aligned to the MIPEC-Missouri Initial Professional Educator Competencies as mandated by The Department of Elementary and Secondary Education. MIPEC standards are sequenced through EDUC 201, EDUC 210, EDUC 230 and EDUC 270.

3. *Does each class have a specific role to play in helping students achieve the program learning outcomes? Is unnecessary duplication of knowledge and/or skills avoided?*

MIPEC standards are sequenced through EDUC 201, EDUC 210, EDUC 230 and EDUC 270. The MIPEC's consist of 9 Standards with 16 Quality Indicators and 35 competencies. All EDUC courses share the 9 Standards and 16 Quality Indicators. The 35 competencies are sequenced throughout the course offerings. The following table illustrates the Standards 1-9 and the course in which this Standard is assessed.

| <u>Program Outcome</u> | <u>Course Assessed</u> |
|---------------------------------------|--|
| Standard 1 Quality Indicator 1 | EDUC 201 Teaching Profession EDUC 210 Educational Psychology |
| <u>Standard 1 Quality Indicator 2</u> | EDUC 201 Teaching Profession EDUC 210 Educational Psychology |
| <u>Standard 1 Quality indicator 4</u> | EDUC 201 Teaching Profession EDUC 270 Technology for Teachers |
| <u>Standard 1 Quality Indicator 5</u> | EDUC 201 Teaching Profession EDUC 210 Educational Psychology EDUC 230 Foundations of Education |
| <u>Standard 2 Quality Indicator 1</u> | EDUC 201 Teaching Profession EDUC 210 Educational Psychology |
| <u>Standard 2 Quality Indicator 2</u> | EDUC 201 Teaching Profession EDUC 210 Educational Psychology EDUC 230 Foundations of Education |
| <u>Standard 2 Quality Indicator 3</u> | EDUC 201 Teaching Profession EDUC 210 Educational Psychology |
| <u>Standard 2 Quality Indicator 4</u> | EDUC 201 Teaching Profession EDUC 210 Educational Psychology EDUC 230 Foundations of Education EDUC 270 Technology for Teachers |
| <u>Standard 2 Quality Indicator 5</u> | EDUC 201 Teaching Profession EDUC 210 Educational Psychology EDUC 230 Foundations of Education EDUC 270 Technology for Teachers |
| <u>Standard 2 Quality Indicator 6</u> | EDUC 201 Teaching Profession EDUC 210 Educational Psychology |

| | |
|---------------------------------------|--|
| | EDUC 230 Foundations of Education |
| <u>Standard 3 Quality Indicator 1</u> | EDUC 201 Teaching Profession EDUC 210 Educational Psychology EDUC 230 Foundations of Education EDUC 270 Technology for Teachers |
| <u>Standard 3 Quality Indicator 2</u> | EDUC 201 Teaching Profession EDUC 210 Educational Psychology EDUC 230 Foundations of Education EDUC 270 Technology for Teachers |
| <u>Standard 3 Quality Indicator 3</u> | EDUC 201 Teaching Profession EDUC 210 Educational Psychology EDUC 230 Foundations of Education |
| <u>Standard 4 Quality Indicator 1</u> | EDUC 201 Teaching Profession EDUC 210 Educational Psychology EDUC 270 Technology for Teachers |
| <u>Standard 4 Quality Indicator 2</u> | EDUC 201 Teaching Profession EDUC230 Foundations of Education EDUC 270 Technology for Teachers |
| <u>Standard 4 Quality Indicator 3</u> | EDUC 201 Teaching Profession EDUC 210 Educational Psychology |
| <u>Standard 5 Quality Indicator 1</u> | EDUC 201 Teaching Profession EDUC 210 Educational Psychology EDUC 230 Foundations of Education |
| <u>Standard 5 Quality Indicator 2</u> | EDUC 201 Teaching Profession EDUC 210 Educational Psychology |
| <u>Standard 5 Quality Indicator 3</u> | EDUC 201 Teaching Profession EDUC 210 Educational Psychology EDUC 230 Foundations of Education |
| <u>Standard 6 Quality Indicator 1</u> | EDUC 201 Teaching Profession |

| | |
|---------------------------------------|--|
| | EDUC 210 Educational Psychology EDUC 270 Technology for Teachers |
| <u>Standard 6 Quality Indicator 2</u> | EDUC 201 Teaching Profession EDUC 210 Educational Psychology |
| <u>Standard 6 Quality Indicator 3</u> | EDUC 201 Teaching Profession EDUC 270 Technology for Teachers |
| <u>Standard 7 Quality Indicator 1</u> | EDUC 201 Teaching Profession EDUC 210 Educational Psychology EDUC 270 Technology for Teachers |
| <u>Standard 7 Quality Indicator 2</u> | EDUC 201 Teaching Profession EDUC 210 Educational Psychology |
| <u>Standard 7 Quality Indicator 3</u> | EDUC 201 Teaching Profession EDUC 210 Educational Psychology |
| <u>Standard 7 Quality Indicator 4</u> | EDUC 201 Teaching Profession EDUC 210 Educational Psychology EDUC 230 Foundations of Education |
| <u>Standard 8 Quality Indicator 1</u> | EDUC 201 Teaching Profession EDUC 210 Educational Psychology EDUC 230 Foundations of Education EDUC 270 Technology for Teachers |
| <u>Standard 8 Quality Indicator 2</u> | EDUC 201 Teaching Profession EDUC 230 Foundations of Education |
| <u>Standard 8 Quality Indicator 3</u> | EDUC 201 Teaching Profession EDUC 230 Foundations of Education EDUC 270 Technology for Teachers |
| <u>Standard 9 Quality Indicator 1</u> | EDUC 201 Teaching Profession EDUC 270 Technology for Teachers |
| <u>Standard 9 Quality Indicator 2</u> | EDUC 201 Teaching Profession EDUC 230 Foundations of Education |

| | |
|---------------------------------------|---|
| <u>Standard 9 Quality Indicator 3</u> | EDUC 201 Teaching Profession EDUC 230 Foundations of Education EDUC 270 Technology for Teachers |
|---------------------------------------|---|

4. *What improvements in your courses have been implemented through student learning outcome assessment? How has student learning been improved through implemented changes?*

MIPEC Standards/Quality Indicators assessed in Spring 2016-Course EDUC 210 Educational Psychology

1. Identify the major theories of learning. (MIPEC 1A1, 2A3, 2A5, 4A3)
2. State the basic principles underlying human development. (MIPEC 1A1, 2A1, 2A6)
3. Describe ways that students differ in their approaches to learning. (MIPEC 1A1, 2A4, 3A2, 3A3)
4. Articulate theories of motivation. (MIPEC 1A1, 1A2, 4A1, 4A3, 5A1, 6A1, 6A3)
5. Explain the major categories of special education. (MIPEC 1A1, 2A1, 2A4, 3A3)
6. Illustrate different approaches to classroom and behavior management. (MIPEC 1A1, 5A1, 5A2, 5A3, 6A1, 6A2)
7. Distinguish between formal and informal assessment activities. (MIPEC 1A1, 7A1, 7A2, 7A3, 7A4, 7A5, 7A6)
8. Identify aspects of classroom environment conducive to learning. (MIPEC 1A1, 1A2, 5A1, 5A2)
9. Design plans for short-term instruction and management strategies. (MIPEC 1A1, 2A2, 3A1, 3A2, 3A3, 4A1, 5A1, 5A2)
10. Identify strategies and resources to meet diverse student needs. (MIPEC 1A1, 1A5, 2A4, 2A5, 2A6, 3A2)
11. Describe the purposes of assessment. (MIPEC 1A1, 7A1, 7A2, 7A3, 7A4, 7A5, 7A6, 8A1)

EDUC 210 Educational Psychology (2 sections) have been assessed using the Three Rivers College Teacher Education SLO Rubric. While this is limited data it does reveal strengths in the introductory and application competencies of the MIPEC Standards with a need to redesign instruction for the evaluative and critical thinking competencies. Assessment data is limited.

Program Learning Outcome Assessment:

1. *Describe your program-level outcomes assessment plan.*

[Three Rivers College Teacher Education Assessment Plan 2015-2016](#)

What improvements have been implemented as a result of PLO assessment?

N/A

2. *Is the program arranged so that a full-time students can complete the program in two years or less regardless of modality, location, or setting? If not, what changes could be implemented to facilitate this goal?*

The Teacher Education program is designed so that a college ready student can begin with EDUC 201 The Teaching Profession and complete four consecutive semesters and graduate with a teaching degree.

3. *What specific needs does the program fill at the institution that are not filled by similar programs?*

N/A

Job Placement:

1. *What is the program's job placement rate in the appropriate field of study?*
No data collected to date.
2. *Does the labor market indicate sufficient need for the program? What are future trends, opportunities, and challenges?*

The following content areas are listed as areas of shortage per [The Department of Elementary and Secondary Education](#):

Spanish
Health K-12
General Science 9-12
Gifted Education
Speech/Theatre 9-12
Chemistry 9-12
Physics 9-12
Speech/Theatre 5-9
Biology 9-12
Journalism 9-12
Earth Science 9-12
Family Consumer Science B-12
Tech & Engineering 5-9

3. *Are graduates sufficiently prepared to enter the workforce based on the feedback from employers and advisory board?*

Currently the State of Missouri does not collect data regarding first year teacher placement or job performance. As a part of the APR Annual Performance Report currently in draft form a Beginning Teacher Survey and a Principal's survey will be implemented. However, it is unclear how data regarding the Community College course work will be differentiated from the course work of the four-year institutions. The Department of Elementary and Secondary Education will determine the measurement instrument.

4. *What activities does your program participate in to assist students with job placement?*

N/A

Continuous Improvement Planning:

*How will you address the opportunities for improvement that you identified in the above sections?
Identify timelines for implementation, responsible party, and resource requirements.*

| Action Plan Objective | Timeline | Responsible Party | Resources required |
|--|-----------------|--|---|
| Standard #4 Critical Thinking to be assessed in EDUC 270 Technology for Teachers | Fall 2016 | Faye Sanders Coordinator of Teacher Education | Student created Flipped Video Series from EDUC 270-001 F 16 EDUC 270-101 F16 |
| Standard #6 Effective Communication to be assessed in EDUC 270 Technology for Teachers | Fall 2016 | Faye Sanders Coordinator of Teacher Education | Student created Flipped Video Series from EDUC 270-001 F 16 EDUC 270-101 F16 |
| Standard #9 Professional Collaboration to be assessed in EDUC 270 Technology for Teachers | Fall 2016 | Faye Sanders Coordinator of Teacher Education | Student created Flipped Video Series from EDUC 270-001 F 16 EDUC 270-101 F16 |
| Standard #7 Student Assessment and Data Analysis assessed in EDUC 230 Foundations of Education | Spring 2017 | Faye Sanders Coordinator of Teacher Education | Student created Formative/Summative Assessment Modules in EDUC 230-950W S 17 |
| Standard #8 Professionalism assessed in EDUC 230 Foundations of Education | Spring 2017 | Faye Sanders Coordinator of Teacher Education | Student created Formative/Summative Assessment Modules in EDUC 230-950W S 17 |

Section III

Analysis of the Program

Articulation (If applicable):

1. Identify [articulation](#) agreements with other institutions.

Articulation Agreements:

Central Methodist University

Hannibal LaGrange

Southeast Missouri State University (draft form only)

Arkansas State University (draft form only)

2. How often are these agreements updated, reviewed, renewed? When was last update, review?

Articulation agreements will be reviewed and revised during the 2016-2017 Academic year.

3. What programmatic changes are needed to accommodate [articulation](#) agreements?

N/A

4. Are there any opportunities for new or additional agreements?

N/A

Transfer Rates (If applicable):

1. What are the transfer rates of graduates of the program?

Transfer rates of graduates have not been collected for the AAT since the deletion of the Teacher Education Capstone and the removal of the passage of the C-BASE/MoGEA as a graduation requirement.

2. What are the main receiving schools of our graduates?

The following institutions receive graduates in order from greatest to least. Limited transfer data is provided by DESE.

1. Hannibal LaGrange
2. Central Methodist University
3. Southeast Missouri State University

3. What are the barriers to transferring from this program?

The Associate of Arts in Teaching Degree was designed for transfer to any participating four-year institution. In 2015-2016 Missouri Community Colleges met and revised the current AAT based on the direction of The Department of Elementary and Secondary Education. Many of the four-year institutions in Missouri have revised their curriculum and degree plans as well. It is expected that the revised AAT agreement will be signed in December of 2016. Students are advised to contact their intended four-year institution of transfer to inquire the changes they have made to their degree programs.

Changes in Curriculum:

In the Fall 2015 semester the Missouri Initial Professional Educator Competencies were implemented in

the Associate of Arts in Teaching curriculum assessed courses:

EDUC 201 The Teaching Profession

EDUC 210 Educational Psychology

EDUC 230 Foundations of Education

EDUC 270 Technology for Teachers

In Addition the Missouri Initial Professional Educator Competencies were implemented in an elective course, which is not assessed in the Associate of Arts in Teaching program:

EDUC 260 Education of the Exceptional Learner

External Needs Assessment:

Describe how changes in community needs, workforce needs, technology, licensing, or accreditation affect your program. (Programs should identify the dates of their advisory group meetings and attach meeting minutes since the last review separately.)

1. *Does the advisory committee meet regularly?*

No. An advisory committee has not been formed for this program.

2. *How do the external factors impact the curriculum?*

The Department of Elementary and Secondary Education has mandated the curriculum changes to the AAT (Associate of Arts in Teaching) degree for the State of Missouri.

The Arkansas Department of Education has mandated curriculum changes to the State of Arkansas. Four year institutions in Arkansas are currently in draft curriculum format. Curriculum revisions are expected to be completed in the Summer of 2016.

3. *How does your Advisory Board adequately represent the community and workforce needs?*

N/A

Adequacy of Facilities, Equipment, and Technology:

Describe the state of facilities and equipment used by the program. Explain by what criteria and with what process the department evaluates its facilities and equipment.

1. *Are facilities safe and sufficient to support and assure the integrity and quality of the program? Is access assured for all facilities?*

ITV resources will be needed to meet the needs of ITV courses in the Kennett, Dexter, Sikeston and Malden campuses. ITV resources are limited and outdated.

2. *Is equipment adequate?* ITV rooms available for EDUC courses are limited.
3. *Is it sufficiently modernized?* Current ITV resources are out of date.
4. *What recommended program improvements could be made through upgrades to facilities, equipment and/or technology?* All EDUC courses could be offered via ITV in the Kennett, Sikeston, Dexter and Malden campuses, building enrollment in courses that do not currently meet enrollment requirements.
5. *Is all facilities, equipment, and technologies in compliance with regulatory agencies and standards?*

N/A

Impact of Resources to Support Teaching and Learning:

Currently the Teacher Education program contains one full time faculty who also serves as the Coordinator of Teacher Education. In addition, seven adjunct faculty are employed. There are no areas within the program that could be reduced. The required standardized assessments required of the students are mandated by The Department of Elementary and Secondary Education.

Evaluation of Resources to Support Teaching and Learning:

Updating the Three Rivers College ITV equipment would enable EDUC 210 The Teaching Profession, EDUC 210 Educational Psychology, EDUC 230 Foundations of Education and EDUC 270 Technology for Teachers to be offered at all external college sites.

Professional Development:

Identify any professional development activities completed by instructors teaching within the program.

- 1. Identify any CEU or professional development requirements in order to maintain certification/licensure. N/A*
- 2. Identify any barriers to obtaining professional development requirements or remaining current within the field of study. N/A*

External Accreditation & Documentation:

If an external accreditation is required for the program, please provide the following information and documentation:

- 1. Name of accrediting organization*
The Department of Elementary and Secondary Education
- 2. Are any reports, recommendations, etc. required for the program at this time?*

If you have received any notification, response, etc. from the accreditors, please provide a copy of the correspondence.

Currently The Department of Elementary and Secondary Education requires that Three Rivers College report their Associate of Arts in Teaching graduates for the prior academic year in October.

Data submitted includes:

- Name
- Social Security Number
- GPA
- Race

Three Rivers College

THE COMMUNITY COLLEGE OF SOUTHEAST MISSOURI

Program Review

Program Title: Environmental/Occupational Safety and Health
Technology (EOSH) AAS

Dates of Review: Spring 2017

Faculty Contact: Elizabeth Deken, P.E.

Email: edeken@trcc.edu

Phone: 573.840.9683 **VoIP Extension:** 8222

Executive Summary:

The Environmental/Occupational Safety and Health Technology program (EOSH) has been in place at Three Rivers College since 2002. The program content is split between occupational safety and health technology and environmental technology. The course content is evaluated and updated each year to ensure students are receiving the most current information possible. Local industry in the TRC college service area participate in the program's advisory committee and provide valuable input to the program as well provide opportunities for student internships as part of the program. This supervised work experience is valuable to the program's graduates to provide them with an opportunity to apply what they have learned in work environment. All the instructors for the EOSH courses have worked in industry and have significant experience in the environmental and safety field. Work experience allows the instructors to relate course material to applications in the work environment for the students.

The online learning environment allows Three Rivers College to provide the EOSH courses to all students in the college service area. This method of delivering course materials provides the most flexibility possible for students. The challenges of presenting the learning material in an online learning environment include providing content in a way that students can relate to the

material and feel connected to the learning environment. Another challenge is to ensure the students feel just as comfortable with the online learning environment as they would in a traditional face-to-face class. In addition, a remaining challenge is to increase the number of completers in the program. Developing and implementing completion pathways for students so that they may complete the other required courses in the program that are not EOSH courses by attending any of the Three Rivers College locations will help increase completers.

The course redesign process that is currently underway with the EOSH courses using the QM model is a tremendous opportunity to ensure that the learning materials are appropriate and follow best practices for online learning. The course redesign process also provides an opportunity to create learning activities that more actively engage students in the learning process and help them feel more connected to their learning environment and the other students in the courses. As part of the redesign process, an additional opportunity that is provided for reviewing course content and making sure materials are relevant and lead to learning outcomes that match technical skills for program graduates in this field.

To aid in the continuous improvement for this program, the program is going through a redesign in the 2017-2018 academic year. A schedule has been developed for this process:

| Action Plan Objective | Timeline | Responsible Party | Resources required |
|--|-------------------------|--------------------------|--|
| Course redesign and review | Ongoing | Program manager | |
| Curriculum Improvement | Spring 2017 – Fall 2017 | Program manager | Meetings with work group and advisory committees |
| Program redesign and development | Spring 2017 – Fall 2017 | Program manager | Meetings with work group and development |
| Providing pathways for students to complete program at all locations | Spring 2017 – Fall 2017 | Program manager | |
| Identification and implementation of possible industry certification exams or accreditation of the program | Fall 2017 – Spring 2018 | Program Manager | |

Input from the advisory committee and industry work groups will play a significant role in the redesign and development process. The collection of information and input from the industry professionals will be used to develop the final recommendations for the program revision. It is the goal of the this process that all activities will be completed and implemented in the Fall 2018 term.

Section I

Program Overview

College Mission Statement:

Three Rivers College inspires, prepares, and empowers students to succeed through open access to high-quality learning opportunities that meet the needs of the communities we serve.

Program Purpose Statement:

The Environmental/Occupational Safety & Health Technology program prepares students for positions in occupational safety and health or environmental technology. Health and safety specialists work with federal, state, and/or local environmental and occupational regulatory programs. They address compliance issues, worker's compensation, monitoring, training, and recordkeeping in addition to many other requirements. Environmental technology addresses water, wastewater, air, solid waste, hazardous waste and other environmental programs.

This program prepares students for jobs in a number of industries in the Three Rivers College service area that require specific technical knowledge. The program helps to create knowledgeable and skilled employees for the community workforce and empowers students to be successful in these job opportunities.

Catalog Description:

Place an "X" in the box if this section is identical to the Program Purpose Statement.

Pre-requisites:

There are no prerequisites for admission to this program. There is no significant indication that a change in prerequisite is required. Students are required to take a number of courses to complete the program including college writing, public speaking, and technical math. These courses have prerequisites and completion of these courses along with their prerequisites ensures that the students have the necessary reading, communication and math skills to succeed in the program. Students in this program do not take any program specific technical courses until the second semester in the program.

Program Costs:

This program does not include any additional costs or fees to students. The program is currently going through significant curriculum redesign and possible programmatic changes. There is a possibility that through this redesign and redevelopment process that future changes may include potential industry certification testing which would require a fee to complete which would need to be added as a cost to the student.

Section II

Current State of the Program

Enrollment Trends:

Below is a series of charts that illustrate course and program enrollment. All of the course enrollment come from faculty records and all of the program enrollment information come from the Three Rivers College fact books as provided on the college website. Enrollment data for 2016 was obtained from data extracted from the Three Rivers College database system through a data request as part of the technical program redesign project.

Students enrolled in EOSH courses:

| Courses | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 |
|--|-------------|-------------|-------------|-------------|-------------|---------------|
| EOSH 116 Introduction to Industrial Hygiene | 15 | 16 | 7 | 8 | 5 | 13 |
| EOSH 205 Safety & Health Regulations | 9 | 20 | 0 | 8 | 13 | Not Available |
| EOSH 206 Environmental Regulations | 15 | 22 | 3 | 16 | 9 | Not Available |
| EOSH 215 Transp., Storage & Handling of Haz. Materials | 7 | 15 | 4 | 8 | 9 | Not Available |
| EOSH 216 Waste Management & RCRA | 12 | 23 | 3 | 13 | 8 | Not Available |
| EOSH 225 Accident Investigation | 18 | 15 | 12 | 6 | 6 | 9 |
| EOSH 226 Emergency Preparedness & Planning | 13 | 8 | 14 | 6 | 6 | 10 |

Students enrolled in EOSH program:

| Programs | 2013 | 2014 | 2015 | 2016 |
|--------------------------------|-------------|-------------|-------------|-------------|
| EOSH AAS | 12 | 5 | 15 | 20 |
| EOSH Tech One Year Certificate | 4 | 1 | 3 | 5 |

EOSH Degrees/Certificates Conferred

| Programs | 2013 | 2014 | 2015 |
|-------------------------|-------------|-------------|-------------|
| EOSH AAS | 3 | 6 | 3 |
| EOSH Tech Cert One Year | 2 | 6 | 2 |

All of the EOSH courses are only offered in the online delivery format. This format provides the most flexibility for providing the program courses to all of the Three Rivers College

service area. The course capacity for the online classes is set at 30 seats in the MyTRCC system. Each class is only offered once a year which means that they are offered in the fall or spring term. All courses in the EOSH program are currently going through a curricular redesign that will update content, learning materials, and better align program and course outcomes with the learning activities.

Enrollment Evaluation:

The EOSH program is going through a significant redesign and development process to ensure program content meets industry standards and expectations. To maximize enrollment and opportunity for students to complete the program it is expected that the courses will continue to be offered in an online format only.

Other items that are being evaluated to enhance enrollment are as follows:

- Complete course curricular redesign and alignment projects.
- Determine if adding safety specialist certifications or other appropriate certificates is feasible with significant input from the advisory committee.
- Evaluate feasibility of revising program so that it can be completed at any of the Three Rivers Education Centers to increase availability of the program to all of the college's service area.
- Use the advisory committee and the technical program redesign work group to evaluate program outcomes and ensure they are meeting current industry standards and employment needs.
- Create program specific marketing materials and work with Three Rivers Center Directors to ensure program availability and advising issues are clearly understood.

Some of the students, especially nontraditional students, express a dislike for online classes and feel that they learn better in a more traditional environment. When the program was started in 2002 a number of delivery systems were used over a five-year period. The different modalities used included traditional daytime classes, evening classes, weekend classes, online courses and hybrid classes that met in person once a month with the rest of the course delivered online. The modality that provided the most flexibility for students throughout the service area was the online delivery system. In order to provide the flexibility for students with available instructor resources,

it was decided to deliver the technical content of the program using the online delivery system. At this time, the enrollment in the program doesn't support offering the technical content in multiple modalities. Therefore, to maximize enrollment in the EOSH technical courses they are only offered in one modality.

Since all of the EOSH technical courses are only offered online, there are no options for students to take the courses in a different format. Some of these students end up dropping out of the program. Therefore, one of the objectives moving forward is to find a way to make students more comfortable with the online learning environment in order to retain these students in the program.

There are a few courses that are required in the program which are not EOSH courses but are still career education courses such as Supervisory Development, Communication in the Workplace, Workplace Readiness, Technical Math, Introduction to GIS, etc. which are either only offered at the TRC Poplar Bluff location or there are very limited off-campus options. These courses have not been offered in an ITV format due to the competition for the limited ITV course slots that are available. Students don't always have the ability or desire to drive to Poplar Bluff to take a class in person so it is also an objective to provide a path so that students can finish the degree in any of the TRC education centers without having to travel to Poplar Bluff to take any courses. An evaluation of options in conjunction with outcomes and established competencies will be part of the redesign and redevelopment process for the program so that this issue can be addressed. This situation does impact enrollment in the program.

Progress & Completion:

Benchmarks for the program are considered to be preparing students to meet community needs (employment), providing opportunity for students to advance in their career, and to service as many students as possible that are interested in this program of study. The benchmark for all career education programs has been set to evaluate completers or graduates of the program and job placement with the 180-day job placement report.

1. Are there identifiable points where attrition increases?

There are no specific points of entry/exit that are apparent based on the information that is available. Enrollment fluctuates year to year significantly at times but there is not really a class or time (point) at which there is an identifiable issue.

It has been noted that in the fall semester of their second year they begin taking the majority of their technical courses and students following the program of study will have four online EOSH courses the same term. Some of the students who are nontraditional seem to struggle more with this course load which has been noted by the instructor through informal communication such as student email, advisement discussions or comments made in discussion forums in the different courses. This issue is being further evaluated as the program goes through the curricular redesign and program redevelopment process. Once the courses have been through redesign data will be collected for students who drop out of the courses or that are unsuccessful in passing the course. The intent of the redesign is to provide an online course that is presented in a way that makes the students feel more comfortable with the online learning environment.

2. Explain any significant findings in different modalities, locations, and settings.

As discussed previously, a number of different modalities have been tried in this program from 2002 - 2007. Enrollment is not large enough at this time to offer courses in multiple modalities or in multiple locations. As noted earlier, the program courses have been offered as traditional daytime classes, evening classes, weekend classes, and hybrid classes in addition to the online classes that are currently used. In order to provide flexibility so that regardless of student employment status, student location or student personal constraints courses are being offered in an online format to maximize availability to a broad range of students. Therefore, EOSH technical courses are offered in an on-line format so location, setting and modality are fixed and remains the same for every student in the program. Based on information received through informal communication such as class introductions, student email, and student advising communication, nontraditional students voice preferences for traditional classes. However enrollment numbers are not large enough to support offering the courses in multiple modalities at this point.

3. Describe trends in student success and retention disaggregated by: ethnicity, gender, age, and enrollment status, [settings](#). Cite quantitative data and specific tables from the data packets.

This information is not available to the program manager at this time.

4. Evaluation: Based on these trends, what do you feel are significant factors or barriers influencing student success in your courses and program? What changes (e.g. in curriculum, [pedagogy](#), scheduling, modality) could be implemented to improve these trends?

There is a significant number of students who enter the program that do not complete the program as indicated in the course enrollment, program enrollment and degrees conferred data that was provided previously. Students who drop from the program are not required to indicate why they changed their program of study or why they quit attending college. Based on limited comments provided to the program manager there have been a few indications of why students may not complete the program.

For the EOSH program, it appears from informal communication that most of the students entering this program of study are nontraditional students. This is based on class introductions that are built into all of the EOSH courses that are taught online. Nontraditional students are often less familiar with and less comfortable with technology. Therefore, the online delivery of the courses does not make them comfortable with the learning environment. Addressing ways to increase their comfort with the online learning environment is critical. Providing more visual learning opportunities will also be important. Instructor created videos that explain concepts, model solutions, etc. will help the student feel like there is more of a traditional feel to the course and hopefully make them feel more connected to the instructor and the course material. After the course redesign for each EOSH course is completed, the plan for the program is to add instructor created videos to each course which model problem solving through use of case studies or real life situations.

Another significant solution will be to establish program completion paths that allow students to complete the program without having to specifically attend any single TRC location. In addition to the EOSH technical courses, students are also required to take two science classes with lab, ENGR 106 Technical Math I, ENGR 198 Workplace Readiness, GIS 120 Introduction to Geographic Information Systems, SCOM 125 Communication in the Workplace, and BMGT 215 Supervisory Development. These courses are not always available to students in all locations.

Some of these courses are currently only available at one TRC location. Changes to address completion pathways will allow students more flexibility. Students that have expressed an interest in the EOSH program of study will have a more convenient pathway to complete the program closer to their home and will also provide opportunity to allow more students to enter this program.

In addition, adding industry certification options such as those available for safety specialists will enhance the attractiveness to perspective students working in industry. It will also provide additional credentials for students who want to enter this field after they complete the program.

Student Learning Outcomes Assessment:

- 1. Are all program-specific course-level student learning objectives being systematically and regularly assessed? Describe your assessment plan.*

Yes, the program-specific course-level student learning objectives are being regularly assessed. Assessments are completed in the second year courses of the program for the program level technical learning outcomes. Assessments are completed every academic year in EOSH 205 Safety and Health Regulations, EOSH 206 Environmental Regulations, EOSH 215 Transportation, Storage and Handling of Hazardous Materials, and EOSH 226 Emergency Preparedness and Planning.

Critical thinking is assessed in both a first year and a second year course. Assessment occurs in EOSH 116 Introduction to Industrial Hygiene in the first year and EOSH 225 Accident Investigations in the second year of the program.

- 2. Do the course offerings provide a clear path to achieving the program learning outcomes? Are the courses sequenced in the most effective manner?*

Yes, the course offerings provide a clear path to achieve the program learning outcomes. Yes, the courses are sequenced in an effective manner. Some students do take classes out of sequence because they may have started in January as opposed to August or they may have already completed all of their general education and just need the technical content. Taking courses out of sequence doesn't significantly affect the student's ability to comprehend the material. Material is presented in the courses in a way that assumes little or no prior knowledge.

3. Does each class have a specific role to play in helping students achieve the program learning outcomes? Is unnecessary duplication of knowledge and/or skills avoided?

Yes, each class does play a specific role in helping students achieve the program outcomes. There is no unnecessary duplication of knowledge or skills.

4. What improvements in your courses have been implemented through student learning outcome assessment? How has student learning been improved through implemented changes?

All of the courses in the EOSH program are going through course redesign using the Quality Matters model. The redesign process involves the use of Quality Matters for online course curriculum. EOSH 205 Safety & Health Regulations and Standards implemented the new redesigned course in the Fall 2016 term. Four more courses will be redesigned and implemented in the Spring 2017 term. These courses include EOSH 116 Introduction to Industrial Hygiene, EOSH 225 Accident Investigations, EOSH 226 Emergency Planning and Preparedness and MAFT 229 Introduction to Health and Safety. The remaining 3 courses will have the Quality Matters redesign completed and implemented in the Fall 2017 term. These courses include EOSH 115 Transportation, Storage and Handling of Hazardous Materials, EOSH 116 Waste Management and RCRA and EOSH 206 Environmental Regulations.

The course redesign process, which follows the Quality Matters rubric, is building in more practice and directed learning activities. There is also an effort to add more visual resources to help the learners with some of the challenging concepts. Also, alignment of learning materials mapped to program outcomes is addressed so it is expected that these changes will have a positive impact on the assessment outcomes from these courses. With the alignment changes, it is expected that there will be an improvement in recognition of the key concepts by the students which will facilitate a deeper understanding of the material.

During the next academic year (2017 – 2018), it will be possible to compare assessment scores from the newly redesigned courses to assessment scores from before the changes were made to all of the courses.

In addition to course redesign with Quality Matters, there will be a review of the overall program in Spring 2017 through Fall of 2018 to determine if changes need to be made to the program overall (including program outcomes) so that students are acquiring the skills and knowledge necessary to be successful in the workplace. Meetings will be held with industry and the focus will be in identifying skills and determining if the courses need to be modified or changed to reflect industry needs. Student's past performance, including feedback from internships with various employers, will also be utilized in the the program revision process.

The course redesign process utilizing Quality Matters will be completed for all courses by October 1, 2017. Implementation for all of the remaining changes to EOSH courses will be staggered over 2 semesters (Spring 2017 and Fall 2017). The program review process will begin in the 2017 academic year and recommendations will be put into place beginning in Fall 2018. Any curricular changes necessary as part of the program review recommendations will be done by February of 2018 so they can be approved and implemented for the next academic year.

Program Learning Outcome Assessment:

Below are the Program Learning Outcomes for the EOSH A.A.S. program and the specific course in which the assessments are completed:

1. Program Outcome 1: Describe environmental and occupational safety laws and regulations

- a. Course: EOSH 206 Environmental Regulations
 - i. Student Artifact: Major environmental laws informative essay

2. Program Outcome 2: Identify appropriate control or abatement options

- a. Course: EOSH 205 Safety and Health Regulations and Standards
 - i. Student Artifact: Welding hazard assessment

3. Program Outcome 3: Identify environmental and occupational safety hazards and security issues

- a. Course: EOSH 226 Emergency Preparedness and Planning
 - i. Student Artifact: Facility assessment
- b. Course: EOSH 215 Transportation, Storage & Handling of Hazardous Materials
 - i. Artifact: Site characterization activity

4. Program Outcome 4: Interpret environmental and occupational safety laws and regulations

- a. Course: EOSH 205 Safety and Health Regulations and Standards
 - i. Artifact: Violation workshop assignment
 - ii. Artifact: Unit 3 Case Study Assignment

5. Program Outcome 5: Apply laws and regulations

- a. Course: EOSH 215 Transportation, Storage and Handling of Hazardous Materials
 - i. Artifact: Module Test – DOT Regulations

1. What improvements have been implemented as a result of PLO assessment?

Based on assessment for program outcomes 2, 3, and 4, more opportunities to practice skills associated with selecting control measures, identifying hazards and interpreting laws and regulations were added to the EOSH 116, EOSH 205, EOSH 225, and EOSH 226. Clarification of concepts and related assignments associated with regulatory content of environmental laws (i.e. Clean Water Act, RCRA, Safe Drinking Water Act, NEPA, Hazardous Materials Regulations, etc.) were required and implemented in EOSH 206 and EOSH 215. Clarification of concepts and related assignments associated with interpretation of regulatory standards were required and implemented in EOSH 205, EOSH 215 and EOSH 216. Clarification of concepts and related assignments associated with performing comprehensive assessments to identify all hazards (environmental and safety) present were required and implemented in EOSH 205 and EOSH 215. Learning materials were evaluated and revised for EOSH 116, EOSH 205, EOSH 215, EOSH 216, EOSH 225 and EOSH 226 to address concepts or skills identified above. In addition, all of the courses in the program (EOSH 116, EOSH 205, EOSH 206, EOSH 215, EOSH 216, EOSH 225, EOSH 226, MAFT 229 and CIVL 248) are going through a redesign process utilizing QM to better align program outcomes, course outcomes and learning activities. As part of the plan for the 2017 academic year, the EOSH program outcomes will be reviewed as part of the program evaluation that began in the spring semester of 2017. This review process will include input from the advisory committee to make sure that the program outcomes reflect skills and knowledge necessary in the work environment.

- 2. Is the program arranged so that a full-time students can complete the program in two years or less regardless of modality, location, or setting? If not, what changes could be implemented to facilitate this goal?*

Yes, the program can be completed by a full-time student in two years or less however it does require that student may have to attend the Poplar Bluff campus for one or more classes. The general education components are available at all locations however, the technical or career education courses are not always available in all locations. All of the EOSH courses themselves are offered online so they are available to any student regardless of location. However, some of the other required technical courses are only offered in the traditional format so they may not be available in all locations. The other career education technical courses that are required as part of the EOSH program include ENGR 106 Technical Math I, ENGR 198 Workplace Readiness, GIS 120 Introduction to Geographic Information Systems, SCOM 125 Communication in the Workplace and BMGT 215 Supervisory Development. ENGR 198 and GIS 120 are only offered at the Poplar Bluff location. The GIS course requires access to specific software (ArcGIS) that is currently only licensed for use at the Poplar Bluff location. ENGR 198 is a course required to be taken for students in fire science, EOSH, and engineering technology programs. SCOM 125 and BMGT 215 are offered at the Poplar Bluff location at least once a year and maybe offered at one other location each year but they are not offered at all locations regularly. SCOM 125 and BMGT 215 are scheduled by another department which determines course offerings based on their program needs. ENGR 106 is offered at the Poplar Bluff campus every fall semester. It has been offered at other locations but there is no consistent rotation for this practice. Students do have the option to complete MATH 103/153 in place of ENGR 106 and MATH 103/153 is available at all TRC locations. The availability of these other required career education courses at all TRC locations has been identified as a possible problem and that issue is being addressed as part of the current program redevelopment and redesign work that was started in the spring 2017 term. This issue was also addressed in a previous section in this report.

- 3. What specific needs does the program fill at the institution that are not filled by similar programs?*

A variety of workplaces require that there are employees who oversee the occupational safety and health requirements for all employees and many of these same workplaces are subject to

environmental regulation. Therefore, these workplaces have employees who are charged with overseeing and implementing occupational safety and health programs as well as environmental compliance activities. No other programs or courses at Three Rivers College address these knowledge and skill areas. Therefore, someone who wanted to work in either of these fields would need to obtain the training and education by attending some other institution.

Job Placement:

1. What is the program's job placement rate in the appropriate field of study?

Students do not remain in contact after they leave the program. This information is not available to the program manager for all students.

2. Does the labor market indicate sufficient need for the program? What are future trends, opportunities, and challenges?

Based on the U.S. Bureau of Labor Statistics Occupational Outlook Handbook, the labor market and future trends are very favorable for EOSH graduates. The trends and job outlook is better for graduates with two-year degrees in safety technology as opposed to bachelor degrees in safety. The job outlook for both environmental technicians and safety technicians is summarized below:

Environmental Engineering Technician (with associate degree): Job outlook is projected to grow 10 percent from 2014 to 2024 which is faster than the average for all occupations.

Environmental Science Technicians (with associate degree): Job outlook is projected to grow 9 percent from 2014 to 2024 which is faster than average for all occupations.

Occupational Health and Safety Technicians: Job outlook is projected to grow 9 percent from 2014 to 2024 which is faster than the average for all occupations. Technicians will be needed to conduct tests, assess hazards, and ensure compliance with regulations and other related activities.

3. Are graduates sufficiently prepared to enter the workforce based on the feedback from employers and advisory board?

Yes, feedback from employers who host students has interns through the program internship program are indicating that students have necessary knowledge to perform necessary tasks. Feedback that has been received has been primarily obtained through informal conversations with

the human resource personnel at the participating work locations. Advisory committee members and different area employers frequently request interns for their prospective facilities. Requests for EOSH interns are received through email and phone conversations. Facility human resource personnel or safety/environmental coordinators will contact the program manager directly to inquire about the availability of interns.

Area employers in Poplar Bluff and Sikeston attended advisory committee meetings for engineering technology. They stated that students needed more soft-skills training such as teamwork, problem solving, conflict resolution, etc. A copy of the advisory committee meeting minutes has been added as an attachment for review. Based on their input, ENGR 198 Workplace Readiness was redesigned. The course was changed from a one credit hour to a three credit hour course. A textbook was added to the course that addresses the soft-skills that they identified. In addition, the internship program is currently being redesigned. The redesign is going to evaluate the hours of supervised work and addition of additional projects and assignments. The redesign for this course is scheduled to be completed in the Fall 2017 term and put through the curricular approval process in January 2018.

4. What activities does your program participate in to assist students with job placement?

The program manager maintains professional contacts in this field of study with many of the area employers and members of the advisory committee. Any openings or job opportunities are provided to students. Students are also required to take ENGR 198 Workplace Readiness which provides assistance and instruction for job searching, interviewing practice through mock interviews with area human resource managers, resume and application building skills, and other related areas that increase their knowledge and skills in seeking employment.

Continuous Improvement Planning:

| Action Plan Objective | Timeline | Responsible Party | Resources required |
|--|-------------------------|--------------------------|--|
| Course redesign and review | Ongoing | Program manager | |
| Curriculum Improvement | Spring 2017 – Fall 2017 | Program manager | Meetings with work group and advisory committees |
| Program redesign and development | Spring 2017 – Fall 2017 | Program manager | Meetings with work group and development |
| Providing pathways for students to complete program at all locations | Spring 2017 – Fall 2017 | Program manager | |
| Identification and implementation of possible industry certification exams | Fall 2017 – Spring 2018 | Program Manager | |

Section III

Analysis of the Program

Articulation (If applicable): NA

Transfer Rates (If applicable): NA

Changes in Curriculum:

No significant curriculum changes that involved EOSH course content have occurred in this review period. Other changes are noted below:

March 2016 – PHYS 150 Environmental Geology was a required science course in the program. That course was removed from the science department offerings effective for the next academic year. The EOSH program was revised to incorporate this change. The student is still required to take two science courses. Science course options were provided so that students could complete one life and one physical science as part of the degree program. The course schedule within the program of study guide was adjusted to make sure students were able take courses from other departments in the semester that they were guaranteed to be offered. Course prefixes for the career education common courses were changed to reflect recent curricular changes in those programs.

External Needs Assessment:

1. *Does the advisory committee meet regularly?*

There has never been a separate advisory committee for just the EOSH program. The EOSH program was included as an agenda item for the Industrial Technology Program Advisory Committee. Many of these people are familiar with safety and environmental issues with in the facility. There were always some committee members invited to participate as an advisory committee member solely due to their job involvement with environmental/occupational safety and health tasks. The Industrial Technology Program Advisory Committee now meets once a year and may meet more frequently depending on program needs and changes.

2. *How do the external factors impact the curriculum?*

Several courses in the program are based on federal regulation and programs. All federal regulations are published once a year. Any changes made during the year are reflected in the regulations immediately in the online versions available on the Internet. EOSH 116, EOSH 205,

EOSH 215, EOSH 225, and EOSH 226 all incorporate requirements from the U. S. Department of Labor's OSHA regulations. EOSH 215 incorporate and address in detail requirements of the U.S. Department of Transportation's Hazardous Materials Regulations. EOSH 206, EOSH 216, CIVL 248 are based on a number of regulations and Acts under the U.S. Environmental Protection Agency. Regulations associated with different environmental Acts are addressed. These Acts include, but are not limited to, Clean Water Act, Clean Air Act, Safe Drinking Water Act, Resource Conservation and Recovery Act, National Environmental Policy Act, Emergency Planning and Community Right-to-Know Act, etc. When there are significant changes to federal rules, standards or programs, the program manager must update the courses to reflect these changes.

Also, practices and procedures often change for certain programs due to current events, evolving technology, or other reasons. The program manager is responsible for making changes to curriculum to address these issues. For example, GIS (Geographic Information Systems) is widely used in environmental applications. The program manager revised the program to add a course to introduce students to this technology because it is so prevalently used in industry.

3. How does your Advisory Board adequately represent the community and workforce needs?

The advisory board is made up of a broad cross section of employers, adjunct instructors, technical experts, human resource personnel, and graduates of the program if possible. Every effort is made to incorporate as much diversity as possible in order to address all possible employer needs. There are representatives from government employers, small independent employers, and large companies that serve on the advisory committee. Each program manager develops an advisory committee. Members of the committee are selected based on willingness to serve on the committee, nature of the business and it's relation to the effected programs, and prospective members' knowledge of the technical skills and information necessary to work in their respective industries. Because TRC serves a large service area, contact is made to employers throughout the Three Rivers College service area.

Adequacy of Facilities, Equipment, and Technology:

1. *Are facilities safe and sufficient to support and assure the integrity and quality of the program? Is access assured for all facilities?*

There are no specific or additional facility requirements for the EOSH courses. There are no hands-on equipment that is utilized in the program. The program EOSH courses are all delivered online so the program utilizes the online learning tools and technologies provided by the college for all courses that are delivered in this format.

2. *Is equipment adequate?*

The equipment/technology utilized to assist in delivery of online courses is adequate to meet the needs of the program.

3. *Is it sufficiently modernized?*

Since there is no hands-on equipment specific to the EOSH degree program, this question doesn't really apply to this program.

4. *What recommended program improvements could be made through upgrades to facilities, equipment and/or technology?*

It would be helpful to have more tools or technology (software) available to assist with creation of program specific videos and training to make this material work with the Blackboard system we currently use. The college has provided Softchalk as one software that can be used to create content for online courses. Softchalk provides content that promotes engagement with the user and can provide options that aren't available in Blackboard. However, there has been problems with this software from one term to the next. This year I ran into a problem with the Softchalk content displaying for all of the students. I could view the content on my laptop and on my computer at TRC however, students encountered problems. I worked with our Blackboard coordinator and it was determined that I would have to reload all of the Softchalk files I have created using a different process in order to address the problem students were encountering. Often, technical issues are encountered when trying to create and produce video content and have it readily accessible for students through Blackboard. Right now, the only software available to me for use to develop content is Softchalk and Camtasia Studio. I plan to explore availability of software to prepare online content in the fall 2017 term as part of the review process in the next academic year.

5. *Is all facilities, equipment, and technologies in compliance with regulatory agencies and standards?*

To my knowledge, there are no compliance issues that I am aware of for the EOSH program

Impact of Resources to Support Teaching and Learning:

1. *Does the institution provide adequate resources to support teaching and learning in the program?*

a. Faculty and Staff

There is one full-time faculty that serves as the program manager and teaches the majority of the EOSH courses. There is one adjunct faculty that teaches one or two courses per semester based on need. There is adequate faculty and staff available to address the teaching and learning for this program.

The college has paid and supported the full-time faculty member in maintaining OSHA authorization to teach OSHA outreach courses for OSHA General Industry standards (these standards cover OSHA regulations found in 29 CFR 1910). This process requires that the faculty member attends reauthorization training every 4 years. The cost of this credential is approximately \$800.

If the program incorporates industry certification as part of the program requirements which is being considered in the redesign, then it will be necessary for faculty to obtain the same credential. There may be some cost to this process (training and testing).

b. Revenue vs. Expenditures

The full-time faculty member teaches customized training courses for the Workforce Development office at Three Rivers which include OSHA outreach courses, accident investigation, hazard recognition and control, and other related concepts. This brings in revenue to the college. This program is not an equipment extensive program so there have been no significant expenditures for equipment specifically for this program. The college has provided resources through institutional and grant funds for purchase of materials as learning material resources for the faculty in this program.

c. Disposable resources

I am not aware of any disposable resources that are utilized or required for this program.

2. *Are there any areas within the program that could reduce expenses for students?*

There are no areas that I am aware of for the EOSH program students to reduce expenses except to address the course offerings so that students do not have to travel to the Poplar Bluff location to take classes unless they choose to do so.

3. *For CTE programs, is the cost of the program proportionate to the eventual prevailing wages?*

Students who complete this program and go to work in a job within their program area will make a significant wage, however, wage data from past graduates is not available for all places of employment in this area to the program manager. Some of the industries in this area pay much more than others. For example, I had a student take a job as a safety coordinator for a small trailer manufacturing facility in Sikeston where she was paid \$28,000. I had another student who took a job that had a combination of safety and supervisory duties and the pay was around \$45,000. Wages are much higher for students who pursue work in a different geographical location. As another example, I had a student who completed the one-year certificate in EOSH and the student took an environmental related job in Atlanta making over \$70,000.

4. *Does the program have an [obsolescence plan](#) for large equipment purchases?*

There is not a significant amount of equipment utilized in this program. There are no associated hands-on learning labs which necessitate keeping equipment and updating that equipment. Equipment that is utilized in the industry can be demonstrated through video, online resources, etc. Therefore, there is no need for an obsolescence plan for the EOSH program.

Evaluation of Resources to Support Teaching and Learning:

What recommendations for resources that impact teaching and learning could be made based on the information above?

There is not a significant resource need at this time for the program. If the decision is made to pursue industry certifications for students or to pursue any kind of accreditation as part of the program redesign and redevelopment, then there would be resources necessary to accomplish those tasks.

Keeping the program manager up-to-date on industry trends, industry changes, regulatory changes, technology advances, etc. is the primary resource need for ensuring that faculty is appropriately prepared to teach these courses.

Professional Development:

Identify any professional development activities completed by instructors teaching within the program.

- 1. Identify any CEU or professional development requirements in order to maintain certification/licensure.*

The current program manager is a registered professional engineer. Professional development opportunities are important to maintain that license. The program manager is also an authorized OSHA outreach trainer for General Industry. This credential must be renewed every 4 years. The program manager also maintains membership in the National Safety Council to help keep current on changes in the field and to have access to resources.

- 2. Identify any barriers to obtaining professional development requirements or remaining current within the field of study.*

The only significant barrier is having time to review materials and keep them current for all of the courses. It will take significant time resources to address the issue regarding addition of the industry certifications to the program. Maintaining professional contacts through the advisory committee and through the work that is done through workforce development is an important component to the success of this program.

External Accreditation & Documentation:

The EOSH program is currently not accredited by any organization. This is a concept that will be addressed in the redesign and redevelopment of the program that is currently underway. There is an accreditation offered under ABET/Board Approval through a third-party accreditation with the Institute for Safety and Health Management. Accreditation is available for community college safety and health programs.

Three Rivers College

THE COMMUNITY COLLEGE OF SOUTHEAST MISSOURI

Program Review

| | |
|--------------------------------|--|
| <u>Program Title:</u> | Medical Laboratory Technology AAS |
| <u>Dates of Review:</u> | Spring 2017 |
| <u>Faculty Contact:</u> | Dionne Thompson |
| <u>Email:</u> | dthompson@trcc.edu |
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Executive Summary:

The TRC MLT Program provides an intense two year AAS to prepare students for entry-level work in laboratories and clinics in Southeast Missouri. Strength of the program include: 100% job placement, revised curriculum, and laboratory instrumentation. Some of the program weakness are level of math and chemistry required, every other year admissions, and lack of tutors for Chemistry 240 Basic Organic Chemistry. The biggest obstacle is getting students to test for the BOC exam upon graduation. The Program has taken steps to improve the number of students testing by building the cost of the certification exam into student fees. The areas two largest employers have not required successful completion of the certification examination as part of employment. One of the two employers is planning to make employment contingent on completing this examination.

Section I

Program Overview

College Mission Statement:

Three Rivers College inspires, prepares, and empowers students to succeed through open access to high-quality learning opportunities that meet the needs of the communities we serve.

Program Purpose Statement:

The Three Rivers College Medical Laboratory Technology Program provides high-quality, learning opportunities for selected students to achieve an Associate of Applied Science degree, to be eligible to apply for national registration in Laboratory Medicine by examination as a Medical Laboratory Technology, and to demonstrate professional behaviors and technical skills consistent with employer expectations in the community service area.

The faculty of the Medical Laboratory Technology program endorses the mission of Three Rivers College, Three Rivers College inspires, prepares, and empowers students to succeed through open access to high-quality learning opportunities that meet the needs of the communities we serve. The faculty consists of a group of educators who contribute to the profession of laboratory medicine, keep current with ever changing trends in health care, and accept primary responsibility for effective teaching. The faculty is likewise committed to collaborating with other educational and service partners to maintain and encourage continued learning advancement opportunities for students. The following beliefs, goals, and objectives reflect the thinking of this faculty group and comprise the statement of philosophy.

Catalog Description:

Place an "X" in the box if this section is identical to the Program Purpose Statement.

The MLT program at Three Rivers College was developed to meet the increasing demand in the area for highly competent medical laboratory technicians. The purpose of this associate degree program is to prepare selected individuals to achieve an Associate of Applied Science degree, to be eligible to apply for national certification in Medical Laboratory Technology, and

demonstrate professional behaviors and technical skills required in today's health care laboratories.

Pre-requisites:

Applicants are also required to have completed MATH 103/153 Intermediate Algebra with a grade of "C" or better or "credit", CHEM 111 Introductory Chemistry (includes lab) with a grade of "B" or better or "credit", and completion of the TEAS-V exam with a score of 50% or greater. Applicants are also required to have a GPA of 2.0 or greater.

Program Costs:

The MLT Program has additional fees beyond the college's tuition and common fees. The program has a course at \$75/credit hour, a lab fee at \$65/semester, and an annual liability insurance fee of \$15. The total cost of the program for in-district students is \$13,538.00.

Section II

Current State of the Program

Enrollment Trends:

| Graduating Class | Applicants | Admitted |
|------------------|--------------------------|-----------------|
| 2012 | 12 | 10 |
| 2013 | 18 | 15 |
| 2014 | 21 | 18 |
| 2015 | Every other year program | No one admitted |
| 2016 | 17 | 9 |

The Program can accommodate 16 students in the program. We also accept 4 alternates into the program. That is a total of 20 students. Alternate students are not guaranteed a clinical rotation for the second year. This has not been an issue in the history of the program.

The MLT Program is supported by one full-time employee who serves as Director and Instructor. The program is supported by one part-time employee at 19.5 hours per week. The ratios of student to instructor are: Class/lecture 16:1; Laboratory 8:1; and clinical preceptor rotations 1:1.

Enrollment Evaluation:

The current number of students does not warrant changes to courses being offered at any time other than during the day.

Progress & Completion:

1. What is the benchmark for program completion? Please explain the rationale for this benchmark.

The benchmark for the program is completion of each course with a grade of "C" and/or 70% or better including clinical rotation. There is one exception. The MDLB 138 Immunohematology course requires that students pass the practical exam with an 80% or higher. The reasoning is due to the fact that its consequences in the Blood Bank could result in the death of a patient.

The benchmark for BOC certification testing overall is 75%. NAACLS requires an action plan if a MLT Program falls below an average of 75% over 3 cycles of graduates testing.

2. *Are there identifiable points where [attrition](#) increases?*

From 2010 to present we have identified that students were failing in the first year of the MLT program. Changes in the program listed below:

- Implemented entrance score in 2014 to 40th percentile
- Increased to 50th with the 2018 application process
- Pre-requisite change of Math 153 to “C” or better
- Pre-requisite change of Chem 111 to “B” or better with the 2018 application process

In addition, the MLT Program reviewed the credit and contact hours for each course in the program. Hours were re-distributed to meet the needs of the program outcomes to include increasing hours in courses that had heavier content including MDLB 138: Immunohematology and MDLB 118: Hematology and Coagulation. The creation of a new course, MDLB 245 Laboratory Sciences Seminar added review content for the BOC examination.

3. *Describe trends in student success and retention disaggregated by: ethnicity, gender, age, and enrollment status, [settings](#). Cite quantitative data and specific tables from the data packets.*

Over the past three cycles the program has been made up of primarily female students that live in the taxing district, and are from 19-60 years old. From 2012-1026 the program has admitted 57 students and graduated 31 students. Of the 57 students, 47 were female and 10 were male. Student ethnicity included: one Asian male, one African American male, eight Caucasian males, one African American female, and 46 Caucasian females.

4. *Evaluation: Based on these trends, what do you feel are significant factors or barriers influencing student success in your courses and program? What changes (e.g. in curriculum, [pedagogy](#), scheduling, modality) could be implemented to improve these trends?*

The major barrier to success in the MLT program is the ability to perform well in math and chemistry.

Student Learning Outcomes Assessment:

- 1. Are all program-specific course-level student learning objectives being systematically and regularly assessed? Describe your assessment plan.*

The MLT Program course level student learning objectives are being systematically and regularly assessed. As a course is taught a working file is maintained and changes are made at the completion of the course. Courses are also reviewed every other year prior to being taught in the cycle again.

- 2. Do the course offerings provide a clear path to achieving the program learning outcomes? Are the courses sequenced in the most effective manner?*

The Program Assessment Plan lists the program's purpose, outcomes assessments, assessment grid, list of course outcomes, and gives the program outcome alignment number beside each course outcome.

Yes, each course has the student learning outcomes listed, and beside them it lists the correlation of which Program outcome is met.

Review the Program outcomes assessment grid that gives how students are evaluated and in what course the evaluation will be conducted.

- 3. Does each class have a specific role to play in helping students achieve the program learning outcomes? Is unnecessary duplication of knowledge and/or skills avoided?*

Each course taught in the MLT Program is necessary before progressing to the next course. It is like a stair-step process. We have worked to eliminate duplication of knowledge.

The 2015-2016 SLO report results involved a change in the pre-entrance exam to change the minimum score on the TEAS-V entrance exam for 40% to 50%. The MLT Advisory Committee approved and supported this change.

The 2014-2015 SLO report. There is concern that Retention and Attrition Rates of the MLT Program are elevated.

We have over the past several years have discussed with faculty, advisory committee members, and clinical preceptors that it is imperative that students are capable of being successful in the MLT curriculum courses and general education courses that are associated with the MLT Program. In order to achieve that goal students must have the necessary science and math background and

be able to apply that knowledge to achieve academic success. Thus the students who score below the 50% on the HOBET examination are not successful, and we are setting them up for failure.

4. *What improvements in your courses have been implemented through student learning outcome assessment? How has student learning been improved through implemented changes?*

Spring 2013 MLT Curriculum Changes. Effective for graduating Class of 2016

A minimum score was that students must score on the HOBET entrance exam to be eligible for admissions was implemented. Students must score a minimum of 40% on the HOBET pre-entrance exam.

The prerequisites were changed to require the completion of CHEM 111 Introductory Chemistry, with a C or better, regardless of math background. And completion of MATH 103/153 Intermediate Algebra with C or better prior to admissions into the TRC MLT Program.

We are going to spend more time in MDLB 245 Laboratory Sciences Seminar on areas that students need to improve their scores which happen to be the two subjects that have the highest percent of questions asked on the ASCP.

Program Learning Outcome Assessment:

The Program Outcomes will be assessed by the items listed under each outcome.

Outcome #1: Demonstrate knowledge of laboratory professional practice by providing safe, effective, and accurate laboratory test results while maintaining patient confidentiality.

- a. Certification Examination
 - i. American Society for Clinical Pathology Examination
- b. Exit Examination
 - i. MDLB 245: Laboratory Sciences Seminar
- c. Entrance Examination
 - i. Health Occupations Aptitude Examination (discontinued after FY12 admission)
 - ii. HOBET Examination

Outcome #2: Utilize established laboratory procedures taking into consideration the application of scientific principles, technical skills for operation and maintenance of laboratory equipment, and relationship of laboratory findings to disease states to ensure appropriate patient diagnosis and treatment.

d. Preceptor Performance and Behavioral Evaluation Rubric

- i. Attendance
- ii. HIPAA
- iii. Organization
- iv. Professionalism
- v. Quality Control
- vi. Safety
- vii. Technical Operation of Equipment
- viii. Tests/ Reporting
- ix. Chemical Hygiene and Infectious Waste
- x. MDLB 296 Hematology/Coagulation Practicum
- xi. MDLB 297 Clinical Chemistry Practicum
- xii. MDLB 298 Immunohematology Practicum
- xiii. MDLB 299 Microbiology Practicum

Outcome #3: Employs professional conduct and communication skills with patients, families, laboratory personnel, healthcare team members, and the community as a medical laboratory technician.

e. Preceptor Affective Behavior Evaluation

- i. MDLB 296 Hematology/Coagulation Practicum
- ii. MDLB 297 Clinical Chemistry Practicum
- iii. MDLB 298 Immunohematology Practicum
- iv. MDLB 299 Microbiology Practicum

Outcome #4: Participate in professional development activities valuing the importance of continuous learning in laboratory medicine.

- f. Attendance
- g. Dress code
- h. Organization/Planning
- i. Participation
- j. Professionalism

Outcome #5: Comply with Federal, OSHA, and laboratory safety procedures for the well-being of the patient, healthcare team, self, and community.

- k. Safety Training
 - i. Biohazardous Waste Disposal
 - ii. Exposure Plan
 - iii. General Lab Skills
 - iv. Glass Disposal
 - v. Hand Hygiene
 - vi. Safety Equipment
 - vii. Sharps/Body fluids
 - viii. Universal Precautions/OSHA

Improvements

The MLT Program has completely updated and revised the program beginning with the 2014 cohort. The Program will be evaluating the American Society for Clinical Pathology (ASCP) Board of Certification (BOC) examination scores in assessing the program. Program changes this year have included: increasing the minimum score of the entrance exam (TEAS-V) from 40th percentile to 50th percentile in order to be considered eligible for admissions, Chem 111 Introductory Chemistry change from a completion grade of C to either an A or B to be eligible to be admitted to Chem 240 Basic Organic Chemistry. Students could also complete Chem 121 General Chemistry I with a C or better and be admitted to Chem 240 Basic Organic Chemistry, and a pre-MLT Certificate was added in order to provide students the necessary guidance while preparing to gain admissions to the MLT Program. The Program will be assessing that data this calendar year and will be report results in fall 2017.

Institutional needs

This program is the only program that can grant the student the ability to sit for the American Society for Clinical Pathology (ASCP) Board of Certification (BOC) national licensure examination. This program is unique in its offerings and is no duplicated at this institution.

Job Placement:

1. *What is the program's job placement rate in the appropriate field of study?*
2. *Does the labor market indicate sufficient need for the program? What are future trends, opportunities, and challenges?*
3. *Are graduates sufficiently prepared to enter the workforce based on the feedback from employers and advisory board?*
4. *What activities does your program participate in to assist students with job placement?*

| Graduating Class | Admitted | # Graduates | Attrition/ Retention | BOC Tested # and % | BOC 1 st time Pass Rate # and % | Total BOC Graduate % Pass Rate | Placement Rate |
|------------------|----------|-------------|----------------------|--------------------|--|--------------------------------|----------------|
| 2010 | 12 | 9 | 25% / 75% | 7/9 77.8% | 6/7 86% | 6/7 86% | 8 of 9 89% |
| 2011 | 13 | 6 | 54% / 46% | 4/6 67% | 4/4 100% | 4/4 100% | 5 of 6 83.3% |
| 2012 | 12 | 8 | 34% / 66% | 4/8 50% | 0/4 0% | 2/4 50% | 100% |
| 2013 | 16 | 9 | 44% / 56% | 8/9 or 89% ** | 6/8 75% | 6/8 75% | 100% |
| 2014 | 18 | 10 | 44% / 56% | 7/10 or 70% | 5/7 71% | 5/7 71% | 100% |
| 2016*** | 11 | 4 | 63% /37% | 4/4 100% | 4/4 100% | 4/4 100% | 75%* |

2. The outlook for jobs as MLT's in the United States continue to be in high demand. There are three full-time positions open at an area hospital. The MLT Program continues to have 100% job placement. If they want a job in the clinical laboratory they find one.
3. Feedback from employers and advisory committee is indicate that they are pleased with the skills and knowledge of the MLT student graduates.
4. The second year of the MLT Program student's complete clinical preceptor training at area clinics and hospitals. This is an opportunity for students to see the available facilities for employment. Most of our students are employed by area clinics and hospitals.

Continuous Improvement Planning:

| Action Plan Objective | Timeline | Responsible Party | Resources required |
|--|-----------------|--------------------------|---|
| BOC Pass Rate | Every 2 years | Dionne | BOC Performance Report Program Assessment Data |
| Alignment of Course Lesson Objectives to Course Outcomes | Every 2 years | Dionne | Program Outcomes Course Outcomes |
| Improve Laboratory Sciences Seminar | This year | Dionne | Data From MediaLab BOC Test Plan |

Section III

Analysis of the Program

Articulation (If applicable):

We are currently in the process of obtaining a written articulation agreement with Arkansas State University (ASU) for articulated credit for the MLT Program courses into the BS in Clinical Laboratory Sciences degree at ASU.

Transfer Rates (If applicable):

We are not currently tracking transfer rates of our graduates. Arkansas State University is the only receiving school for the MLT graduates. There are no barriers for ASU in Jonesboro, Arkansas.

Changes in Curriculum:

In 2010, only three of the nine graduates took the BOC examination following program completion. At that time, Three Rivers College began implementing strategies to increase the number of students that take the BOC examination and increase the overall pass rate for the BOC exam. Actions taken by the program will be detailed below.

Fee for BOC Examination

One barrier students identified in not taking the BOC examination was the cost of the exam. In 2010, the MLT program incorporated the cost of the BOC examination into course fees for the students. The incorporation of the examination fee in the course fees allows the student to use financial aid funds to pay for the examination fee. This in turn allows students the opportunity to take the BOC exam without requiring out-of-pocket funds at the end of a two-year program.

Alternate Year Admission

In March 2013, the College made the decision to begin admitting students on an every other year basis. The decision was made based on a variety of factors including lack of qualified educators in the area, attrition rate of the program, and cost of the program. Every other year admission relieved the MLT Coordinator of teaching overload courses each semester which in turn allowed more time for course prep and program administration.

Entrance Examination Scores

In October 2013, the MLT Program Advisory Committee approved a minimum entrance examination score of the 40th percentile for a student to be eligible for admission into the program. This change was implemented with the fall 2014 admission cycle. Other curriculum changes approved by the Advisory Committee were the completion of MATH 153: Intermediate Algebra with a C or better and completion of CHEM 111: Introductory Chemistry with a C or better. These courses were to be completed prior to the beginning of the first fall semester in the MLT Program.

In addition, the MLT Program reviewed the credit and contact hours for each course in the program. Hours were re-distributed to meet the needs of the program outcomes to include increasing hours in courses that had heavier content including MDLB 138: Immunohematology and MDLB 118: Hematology and Coagulation. The creation of a new course, MDLB 245: Laboratory Sciences Seminar added review content for the BOC examination.

MDLB 245: Laboratory Sciences Seminar

October 2013-Change in MDLB 245 including both a change in the name of the course and change in course content. This included changing practice review exam from ASCP to Media Lab. Students receive a one-year subscription for the Media Lab review. The ASCP practice exam review is only valid for three months. And, the course focus became more focused on exam preparation and review. These changes were approved by the TRC curriculum committee in the spring of 2014.

Curriculum Changes for 2015

October 2015- Changes to the MLT curriculum included: increasing the minimum score of the entrance exam (TEAS-V) from 40th percentile to 50th percentile in order to be considered eligible for admissions, Chem 111 Introductory Chemistry change from a completion grade of C to either an A or B to be eligible to be admitted to Chem 240 Basic Organic Chemistry. Students could also complete Chem 121 General Chemistry I with a C or better and be admitted to Chem 240 Basic Organic Chemistry, and a pre-MLT Certificate was added in order to provide students the necessary guidance while preparing to gain admissions to the MLT Program. All of these changes were approved by both the MLT Advisory Committee and the TRC curriculum committee in the fall of 2015.

Results of Curriculum Changes

The chart below shows the number of TRC MLT students that graduated, sat for the BOC, and passed BOC 1st time since 2010. In 2012, only 50% or 2 out of 4 graduates passed the BOC on the first attempt. That caused the TRC MLT Program to fall below the average of 75% over three cycles. Immediately following the next graduating class achieved 75%.

| Graduating Class | Admitted | # Graduates | Attrition/ Retention | BOC Tested # and % | BOC 1 st time Pass Rate # and % | Total BOC Graduate % Pass Rate | Placement Rate |
|------------------|----------|-------------|----------------------|--------------------|--|--------------------------------|----------------|
| 2010 | 12 | 9 | 25% / 75% | 7/9 77.8% | 6/7 86% | 6/7 86% | 8 of 9 89% |
| 2011 | 13 | 6 | 54% / 46% | 4/6 67% | 4/4 100% | 4/4 100% | 5 of 6 83.3% |
| 2012 | 12 | 8 | 34% / 66% | 4/8 50% | 0/4 0% | 2/4 50% | 100% |
| 2013 | 16 | 9 | 44% / 56% | 8/9 or 89% ** | 6/8 75% | 6/8 75% | 100% |
| 2014 | 18 | 10 | 44% / 56% | 7/10 or 70% | 5/7 71% | 5/7 71% | 100% |
| 2016*** | 11 | 4 | 63% / 37% | 4/4 100% | 4/4 100% | 4/4 100% | 75% |

External Needs Assessment:

Advisory Committee

The committee meets bi-annually in the fall and spring of each year. The advisory committee is made up of clinical affiliate lab directors and personnel, former graduates, business members of the community, a pathologist, and members of the science faculty. Our clinical affiliates are: Poplar Bluff Regional Medical Center, John J. Pershing VA Medical Center, Kneibert Clinic, Missouri Delta Medical Center, St. Francis Medical Center, and Pemiscott Memorial Health Systems. The advisory committee evaluates and approves all curriculum updates and revisions.

External Needs

- Accreditation is necessary for our students to be eligible to be nationally certified.
- Accreditation is necessary for our graduates to articulate to a BS-CLS Program.

Adequacy of Facilities, Equipment, and Technology:

The classroom space and computer technology are adequate to meet the needs of instruction in the classroom. Technology in the classroom includes: computer, smartboard, internet, VHS and DVD, and document camera. The student laboratory is well equipped to handle instruction of the manual testing for all MLT curriculum courses. The TRC MLT Program is very fortunate to have a Hematology analyzer, Coagulation analyzer, Urinalysis Analyzers, and a real world Chemistry analyzer that students may actually see in a hospital or clinic in the Southeast Missouri area.

Members of the advisory committee were polled about the adequacy of equipment in the student lab. The results show that the general consensus of the members is that the TRC student lab has adequate instrumentation for student learning. The two instruments listed that a couple of members disagreed with are manual methods that are rarely being utilized in the preceptor setting. The TRC MLT Program will continue to teach manual hematocrit methods and manual counts for blood and body fluids for both lab procedures in the student curriculum courses to meet entry level MLT objectives and for success on the BOC certification examination.

Impact of Resources to Support Teaching and Learning:

1. *Does the institution provide adequate resources to support teaching and learning in the program?*

The MLT Program currently is adequately supported in teaching and learning.

2. *Are there any areas within the program that could reduce expenses for students?*

Expenses are kept to a minimum. Blood and microbiology cultures are obtained from clinical affiliate sources and thus saves the college money.

3. *For CTE programs, is the cost of the program proportionate to the eventual prevailing wages?*

The cost of the program is proportional to the salary of an MLT in the clinical laboratory.

The cost of the program for in district is approximately \$13,538.00, out of district, \$17,213.00, and out of state \$19,721.00. The starting salary for an MLT is around \$40,000.00 a year.

4. *Does the program have an [obsolescence plan](#) for large equipment purchases? No*

Evaluation of Resources to Support Teaching and Learning:

What recommendations for resources that impact teaching and learning could be made based on the information above?

The MLT Program needs a new teaching microscope to meet today's demands of providing adequate microscope training. The MLT Program also needs to begin replacing aging microscopes that are 25 plus years in age. The MLT Program was able to purchase a new teaching microscope

and 16 new student microscopes made possible through capital equipment funding from TRC. The teaching microscope has already been utilized and appreciated by both MLT and Nursing students.

Professional Development:

Identify any professional development activities completed by instructors teaching within the program.

Certification Requirements

For students graduating after the year 2004, they must complete 36 CEU's in order to maintain their certification status. Individuals like myself who were certified prior to that time are not required to complete the mandatory continuing education. I complete the 36 CEU's over a period of three years to continue to grow and develop.

Professional Development Activities (2015-2016)

02/25/2016-02/26/2016

| | |
|--|----------|
| Clinical Laboratory Educators' Conference (CLEC) | 11.5 CEU |
| Why Patient Safety Competencies Are Critical for Medical Laboratory Sciences | 1.0 CEU |
| Hot Topics-Innovative Teaching Methods | 1.5 CEU |
| Teaching and Writing in Clinical Laboratory Sciences | 1.5 CEU |
| Do's and Don'ts during a NAACLS Site Visit | 1.0 CEU |
| Got Leadership? You Don't Have to Be Top Dog to Make an Impact | 1.5 CEU |
| LL03- Hot Topics- Recruitment Methods | 1.0 CEU |
| Let the Games Begin! Hosting a Student Bowl Competition | 1.5 CEU |
| The Road to Professionalism Starts Here! Integration | |
| Of Leadership and Peer Review into the Laboratory Sciences Curriculum | 1.5 CEU |
| Invasion of the Brain Snatchers: The Impact of Device Use on Learning | 1.0 CEU |
| April 2016 Webinar on Leukemias | 1.0 CEU |

Barriers to Professional Development

Although the cost of Practice CEUs is expensive, since the college allows the director to attend CLEC it is not an issue.

External Accreditation & Documentation:

Three Rivers College MLT Program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). The last site visit was in September 2010. At that time the MLT Program received 7 years accreditation through April 30, 2018, which is the maximum number of years an MLT program can be awarded. The next site visit is scheduled for the fall of 2017. The site visitors had no concern for this program and expressed concern that it would be difficult for one full time employee to continue to instruct and direct the program.

The Program is currently working in conjunction with NAACLS to increase BOC Pass Rates. The Program is providing documentation of an action plan because the average of the past three cycles falls below the 75% benchmark set forth by NAACLS. Our average was 70.59%. We have been working to address this issue since the cycle in 2012 demonstrated only a 50% pass rate. Our pass rates have increased since that time.

In December 2016, the MLT Program received confirmation from NAALCS that we had a clear plan and addressed the benchmark concern that our average pass rate from the last three cycles was less than 75%. The last graduate group in May 2016 had 4 graduates and all 4 graduates or 100% passed the BOC certification examination the first time.

A copy of the MLT Program Action plan along with the evaluation from NAACLS is attached.

Progress Report:

Please discuss all recommendations received on your last program review or program accreditation visit and report on progress made on previous action plans and toward your strategic goals.

The areas or strength noted by the site visit team for the site visit was that the MLT Program at Three Rivers Community College is situated in a very supportive environment. The administration is strongly committed to the continued support of the program. The faculty of the MLT Program is very dedicated to the program and students. The students praised the level of commitment by MLT Program faculty. It was also noted that the MLT Program has an excellent support system comprised of advisory committee members, clinical preceptors, and graduates that provide donations of equipment and supplies to the program. They also said that the MLT student laboratory was an excellent physical resource. The student laboratory has ample space, equipment, facilities and an LIS system for continued growth of the Program.

The site visit team evaluated and verified concerns that the Paper Reviewer had listed in the paper review. The concerns for standard, along with the number and action of site visit team were as follows:

- 1 Affiliation agreements: Affiliation agreements reviewed and found to be adequate,
- 14A Program brochure: New program brochure was given to site visitors. It contains all pertinent NAACLS information.

- 16 ASCP exam results: A revised departmental MLT program performance report was shared with the site visitors,
- 21 Board and certification numbers and continuing education: Certification numbers and continuing education information have been verified,
- 22B/22D Instructional Areas: reviewed curriculum and found each of these principles to be included, and Frequency of student evaluations provided to site visit team: reviewed curriculum and found each of these principles to be included reviewed frequency of evaluations and found them to be adequate.

Three Rivers College

THE COMMUNITY COLLEGE OF SOUTHEAST MISSOURI

Program Review

Program Title: Practical Nursing One-Year Certificate

Dates of Review: Spring 2017

Faculty Contact: Staci Campbell or Kelly Bowling

Email: scampbell@trcc.edu or kbowling@trcc.edu

Phone: 573-840-9672 **VoIP Extension:** 8320 or 5113

Executive Summary:

Three Rivers College Practical Nursing program has many strengths and challenges. The strengths of the program include:

- Facility with equipment and laboratory space to meet program outcomes
- Strong leadership by the Director of Nursing Education and the Department Chair for Nursing and Allied Health
- Strong leadership and experience with Coordinator
- Experienced and motivated faculty members
- New Practical Nursing Faculty Manual and Student Handbook
- Increase professional development opportunities
- Revised curriculum with new lesson plan format and link to NCLEX-PN test plan
- Community support

Challenges of the program include:

- Changing student population
- Updating of curriculum to reduce credit hours/contact hours
- High attrition rates

Section I Program Overview

College Mission Statement:

Three Rivers College inspires, prepares, and empowers students to succeed through open access to high quality education that meets the needs of the communities we serve.

Program Purpose Statement:

The Practical Nursing program at Three Rivers College prepares students to be practical nurses to meet the needs of the communities we serve.

The program mission statement was derived from the College's mission statement.

Catalog Description:

Place an "X" in the box if this section is identical to the Program Purpose Statement.

The purpose of this nursing program is to prepare students to achieve a one-year certificate, to apply for licensure by examination as a Licensed Practical Nurse, and to use the nursing process in providing safe and effective nursing care for clients in structure primary and secondary care settings.

Pre-requisites:

Indicate the current pre-requisites to include testing requirements for admission into the program (if applicable).

Pre-requisites include:

- Completing the TEAS-V entrance examination at a 58% or higher
 - Interview with Nursing Admissions Committee
1. Pre-requisites need to continue for the program. Looking at potential new rubric to award points for overall TEAS-V score and TEAS-V reading comprehension score. Need to implement a minimum GPA for program entry.
 2. The Missouri State Board of Nursing requires that the program screen applicants to determine their ability to complete the program. The Board wants programs to only accept applicants with a strong possibility of successfully completing the program.

Program Costs:

Are there additional costs and/or fees for students that are associated with the program beyond the institutional tuition and common fees? These are program-specific cost incurred by students.

The Practical Nursing Students have additional fees for the program, including:

- \$85/course, course fee
- \$40/credit hour, clinical fee

These fees cover the student supplies, NCLEX-PN review, uniforms, background check and drug screen, licensure application, fingerprints, composite photo, pinning ceremony supplies, laboratory supplies, NCLEX-PN examination fee, and end of program comprehensive testing.

Total program cost:

- In-district: \$11,700
- Out-of-district: \$15,275
- Out-of-State: \$17,745

Section II

Current State of the Program

Enrollment Trends:

Admitted vs. Applicants

- 2013: 90 applicants, 43 admitted
- 2014: 172 applicants (56 qualified), 38 admitted
- 2015: 114 applicants (52 qualified), 40 admitted
- 2016, 109 applicants (53 qualified), 30 admitted

Course Enrollments vs. Course Capacity

- 2013: Capacity 48, Enrollment 43
- 2014: Capacity 40, Enrollment 38
- 2015: Capacity 40, Enrollment 40
- 2015: Capacity 30, Enrollment 30

Enrollment less than capacity related to financial aid issues and multiple student declines (common with this program).

Full-time Enrollment vs. Part-time Enrollment

- The Practical Nursing program only allows full-time enrollment. It is an 11 month program that requires the student to take a full load of courses each semester.

Enrollment Evaluation:

What changes could be implemented, including changes to course scheduling (times/days/duration/[modality](#)/number of sections), marketing, and [articulated credits](#) that may improve these trends?

Changes to Improve Enrollment Evaluation:

- Increased advertisement by placing flyers in local locations
- No change to scheduling has occurred, program is still Monday thru Thursday for 11 months
- Decreased capacity to 30 students to attempt to bring in the most qualified candidates and decrease attrition rates

Progress & Completion:

1. *What is the benchmark for program completion? Please explain the rationale for this benchmark.*

The benchmark for program completion is 70%. Typical nursing programs have an attrition rate between 30-35%.

2. *Are there identifiable points where [attrition](#) increases?*

The highest points of attrition are located with Body Structure and Function course and the Pediatric course. To decrease the Body Structure and Function attrition, the program needs to admit only well-qualified applicants. To decrease the attrition rate with Pediatrics, the course was moved from the first block of courses to the second block because the material seemed to be too high level for the first block.

3. *Explain any significant findings in different [modalities](#), [locations](#), and [settings](#).*

There is only one modality, location, and setting for this program, so there is no difference noted.

4. *Evaluation: Based on these trends, what do you feel are significant factors or barriers influencing student success in your courses and program? What changes (e.g. in curriculum, [pedagogy](#), scheduling, modality) could be implemented to improve these trends?*

Students in this program struggle with life circumstances. The program is an intense 11 months that does not allow for time for major life events. Unfortunately, many of the students are experiencing those during the course of the program.

Students are entering the program not prepared for the rigorous program. Increasing the importance of the reading comprehension scores on the TEAS-V entrance exam is a consideration. Students that score low on reading comprehension now are more likely to not complete the program.

Student Learning Outcomes Assessment:

1. *Are all program-specific course-level student learning objectives being systematically and regularly assessed? Describe your assessment plan.*

Each course has course level outcomes that are linked to a Program Outcome. The students are required to pass clinical with a “Satisfactory” that demonstrates they met their clinical

objectives. Course level outcomes are assessed by examination and learning activities. Each course has a comprehensive final examinations. Students are required to pass their examinations with an 80% or higher before additional scores are added in to their grades. The program monitors Program Outcomes for Assessment purposes which tie to each course-level outcome. Full Assessment Plan Described below.

2. *Do the course offerings provide a clear path to achieving the program learning outcomes? Are the courses sequenced in the most effective manner?*

The course offerings provide a clear path to achieve the program learning outcomes. The course outcomes are progressed from Knowledge/Comprehension to Application or higher. The courses are sequenced in a manner to provide students with less complex or foundational material in the first block with higher level content in the second block.

3. *Does each class have a specific role to play in helping students achieve the program learning outcomes? Is unnecessary duplication of knowledge and/or skills avoided?*

Each course plays a specific role in the curriculum. Recent curriculum revision targeted any duplication of knowledge or skills.

4. *What improvements in your courses have been implemented through student learning outcome assessment? How has student learning been improved through implemented changes?*

Moved Pediatrics course from the first block to the second block. This was done because of poor student performance in this course. Content was too high level for the first block of courses. The course was replaced with Mental Health. The 2016-17 cohort will be utilized to evaluate the change.

Program Learning Outcome Assessment:

Program Level Outcomes Assessment Plan

- The Program Outcomes will be assessed by reviewing the NCLEX-PN Category results and the ATI Comprehensive Predictor Exam results based on the NCLEX-PN Categories.
 - Outcome #1: Plan safe, effective nursing care to individuals from a diverse background and developmental stage.

NCLEX-PN

Pass: 18/18

Fail: 0/18

Safety and Infection Control

| Scoring Range | Number of students |
|--------------------|--------------------|
| No Evidence <55% | 0/18 |
| Novice 55-59.9% | 1/18 |
| Competent 60-64.9% | 2/18 |
| Mastery \geq 65% | 15/18 |

Reduction of Risk Potential

| Scoring Range | Number of students |
|--------------------|--------------------|
| No Evidence <55% | 1/18 |
| Novice 55-59.9% | 0/18 |
| Competent 60-64.9% | 0/18 |
| Mastery \geq 65% | 12/18 |

- Outcome #2: Practice effective communication as a member of the healthcare team.

Coordinated Care

| Scoring Range | Number of students |
|--------------------|--------------------|
| No Evidence <55% | 1/18 |
| Novice 55-59.9% | 3/18 |
| Competent 60-64.9% | 4/18 |
| Mastery \geq 65% | 10/18 |

- Outcome #3: Employ the practical nursing scope of practice and legal/ethical frameworks.

Coordinated Care

| Scoring Range | Number of students |
|--------------------|--------------------|
| No Evidence <55% | 1/18 |
| Novice 55-59.9% | 3/18 |
| Competent 60-64.9% | 4/18 |
| Mastery \geq 65% | 10/18 |

- Outcome #4: Plan individualized nursing care using critical thinking skills and clinical decision making.

Health Promotion and Maintenance

| Scoring Range | Number of students |
|--------------------|--------------------|
| No Evidence <55% | 1/18 |
| Novice 55-59.9% | 0/18 |
| Competent 60-64.9% | 4/18 |
| Mastery \geq 65% | 13/18 |

Psychosocial Integrity

| Scoring Range | Number of students |
|--------------------|--------------------|
| No Evidence <55% | 7/18 |
| Novice 55-59.9% | 1/18 |
| Competent 60-64.9% | 1/18 |
| Mastery \geq 65% | 9/18 |

Basic Care and Comfort

| Scoring Range | Number of students |
|--------------------|--------------------|
| No Evidence <55% | 1/18 |
| Novice 55-59.9% | 0/18 |
| Competent 60-64.9% | 0/18 |
| Mastery \geq 65% | 17/18 |

Pharmacological Therapies

| Scoring Range | Number of students |
|--------------------|--------------------|
| No Evidence <55% | 9/18 |
| Novice 55-59.9% | 1/18 |
| Competent 60-64.9% | 5/18 |
| Mastery \geq 65% | 3/18 |

Physiological Adaptation

| Scoring Range | Number of students |
|--------------------|--------------------|
| No Evidence <55% | 2/18 |
| Novice 55-59.9% | 0/18 |
| Competent 60-64.9% | 3/18 |
| Mastery \geq 65% | 13/18 |

Improvements Based on Program Assessment Plan

- No improvements have been made based on the above assessment plan. It will begin with the 2015-2016 cohort (have not tested NCLEX-PN yet).
- Other program changes made based on previous program assessment include
 - Increasing TEAS-V entrance score from 53% to 58%. Students that scored less than 58% were more likely to not complete the program.
 - Moving Pediatrics course to second block and replaced with Mental Health course.

Completion Time

- Students complete the program in 11 months. The timeframe is appropriate for a Practical Nursing program. The program starts a new cohort each July and graduates them the following June.

Institution Needs

- This is the only type of program for the institution. Many graduates of the program continue on to the Three Rivers' LPN-RN Bridge program which benefits that program. The program is unique in its offering and is not replicated at the institution.

Job Placement:

Employment Rates

- 2014 Cohort: did not obtain
- 2015 Cohort: 23/25=92%
- 2016 Cohort: 16/18=89%

Labor Market

- The labor market is sufficient to continue the enrollment for the program. Future challenges include a potential LPN-RN Bridge program in the Kennett area that would decrease clinical space for the PN program.
- Employer surveys and advisory board data show that graduates of the program are prepared to enter the workforce.

Job Placement

- The Practical Nursing Student Orientation that is held each April allows students from the program to meet with a variety of local employers.
- The program allows potential employers in the area to speak with the class prior to graduation.

Continuous Improvement Planning:

| Action Plan Objective | Timeline | Responsible Party | Resources required |
|-----------------------------------|-----------------|--|--|
| Decrease Attrition Rates | July 2017 | Program Coordinator Program Faculty | Designated faculty tutoring hours Potential curriculum and admission changes |
| Increase qualified applicant pool | March 2017 | Program Coordinator Communications Department | Look for potential advertising opportunities Increase ads and flyers for program application deadline |
| Monitor admission criteria | December 2016 | Program Coordinator Program Faculty | Data over the first block of 2016 courses to potentially change admission criteria. |

Section III

Analysis of the Program

Articulation (If applicable):

Articulation Agreements:

- The program has an articulation agreement in place with the Three Rivers College LPN-RN Bridge program. This articulation agreement makes it possible for the students to complete their RN license in three semesters.
- The agreements are updated regularly (every two-three years). The articulation agreement was updated in April 2016.
- No changes were needed to accommodate the articulation agreement at this time. Students in the program take PSYC 243 and can take BIOL 231 and 232 which will transfer into the LPN-RN Bridge program and decrease the hours required to complete the degree.
- No new articulation agreement opportunities have been presented at this time.

Transfer Rates (If applicable):

Transfer Rates

- The main LPN-RN Bridge program the students go to is the Three Rivers College LPN-RN Bridge program in Poplar Bluff or Sikeston.
- The main barrier identified by students is cost and time.

Changes in Curriculum:

- Lesson Plans update with new template for consistency. Includes the NCLEX-PN Category on the lesson plan.
 - Allows for consistency of curriculum which will assist faculty and students. Monitors the NCLEX-PN Test Plan to ensure no gaps in the curriculum.
- Students allowed to take BIOL 231: Anatomy and Physiology I and BIOL 232: Anatomy and Physiology II in place of PNRS 107: Body Structure and Function.
 - Allows students to have one course they potentially do not have to take in a large semester and potential for 8 credit hours to transfer to the RN program.

- All students take PSYC 243: Human Development Across the Lifespan instead of PNRS 105: Growth and Development (inactive now)
 - Same content in both courses. Using the PSYC 243 course allows students to be able to transfer that course into the LPN-RN Bridge program.

External Needs Assessment:

Regulatory Body

- This program is monitored by the Missouri State Board of Nursing. The program must follow the Minimum Standards for Practical Nursing as outlined in the state statutes/rules.

Advisory Committee

- The advisory committee meets at least annually. The committee is comprised of members of the community and healthcare community in the local area.
- Last Meeting was March 31, 2016. Minutes are attached.

Adequacy of Facilities, Equipment, and Technology:

Facilities, Equipment, Technology

- The facility provides a classroom large enough to seat 40 students, master classroom set-up, and a skills laboratory for eight beds with additional storage space.
- The faculty have an office suite with two private offices, two cubicles, and a secretary station upon entry into the office suite.
- The equipment allows students to meet program outcomes. Requests for new or updated equipment yearly to meet the needs of the program.
- Equipment and technology resources are updated and adequate to meet the needs of the program.
- New equipment requested includes:
 - Additional IV pumps
 - PCA pump
 - Otoscope/ophthalmoscope
- All equipment and facilities are in compliance with regulatory agencies and standards.

Impact of Resources to Support Teaching and Learning:

Resources to support teaching and learning

- The program decreased the capacity to 30 students. The faculty decreased to 3 full-time positions with an adjunct for clinical assistance. This will allow for adequate faculty for students to achieve the program outcomes.
- Revenue vs. Expenditures
 - Based on the 2014-2015 revenue and expenses, the program's revenue covers the cost of program administration with a small profit.
 - No area to reduce cost to the students at this time. Looked to increase fees in 15-16 per President's suggestion. Fees remained the same based on revenue vs. expenditures data.
- The program has a part-time Faculty Secretary that meets the needs of the program.
- Disposable resources are purchased on an annual basis based on the supply inventory. Supply purchases are handled through the Simulation Laboratory Coordinator.
- The total cost of the program is \$11,700. In the first year of employment the graduate can expect to make \$25,200. The cost is equitable to the income.

Evaluation of Resources to Support Teaching and Learning:

Recommendations

- Continue to monitor revenue vs. expenditure
- Continue to monitor for potential cost savings for the students
- Monitor the change to three full-time faculty with an adjunct for 30 students.

Professional Development:

Identify any professional development activities completed by instructors teaching within the program.

- There are no required CEUs or professional development to maintain licensure as a Registered Nurse in the state of Missouri.
- Professional development is required to be a Nursing Faculty member according to the Minimum Standards for Practical Nursing Program.

- Barriers include little to no available time for faculty to travel to any professional development activities. No funds available for professional development activities.

External Accreditation & Documentation:

If an external accreditation is required for the program, please provide the following information and documentation:

3. *Name of accrediting organization*

Missouri State Board of Nursing

4. *Date of last visit*

April 2012

5. *Date of next upcoming visit*

Spring/Fall 2017

6. *Are any reports, recommendations, etc. required for the program at this time?*

If you have received any notification, response, etc. from the accreditors, please provide a copy of the correspondence.

No reports or recommendations for the program at this time.

Progress Report:

Please discuss all recommendations received on your last program review or program accreditation visit and report on progress made on previous action plans and toward your strategic goals.

No recommendations were received. No need for progress report at this time.

Three Rivers College

THE COMMUNITY COLLEGE OF SOUTHEAST MISSOURI

Program Review

Program Title: Accounting Technology AAS

Dates of Review: Fall 2017

Faculty Contact: Terri Smith

Email: tsmith@trcc.edu

Phone: (573) 840-9460 **VoIP Extension:** 8241

Executive Summary:

The AAS in Accounting Technology degree program has been in existence at Three Rivers for more than 20 years. The program historically has a low number of graduates per year, but continues to provide graduates to fill accounting clerical positions within the college service area, predominantly in the Poplar Bluff area.

Enrollment in the program began increasing in 2008 when Central Methodist University began an evening bachelor's completion program in accounting at Poplar Bluff and accepted up to 88 credit hours from Three Rivers including the accounting courses specific to the accounting technology program after Principles of Accounting II. Central Methodist has shifted that program from evening classes on community college campuses around the state to an online program. As a result, some accounting students in the Three Rivers service area have chosen to do less of the lower level coursework with Three Rivers where the course is offered face-to-face and more of their coursework online through Central Methodist. As a result, enrollment in the accounting courses after Principles of Accounting II, especially those only offered face-to-face or not required in a bachelor's degree, has decreased.

Discussions with advisory committee members and others employed in accounting in the service area indicate there are positions available for our graduates from the AAS program, but they tend to be located around our external locations more than around Poplar Bluff.

There are multiple, sometimes conflicting, preferences and constraints involved in determining the strategy for the accounting technology program going forward. Although online courses may seem like the ideal solution for offering the program to the entire service area, the advisory committee members and other potential employers prefer that the accounting students have some interaction with other students in a face-to-face environment. It is difficult to find adjunct instructors for the accounting courses due to low enrollment in the courses. The typical student enrolled in the accounting technology program is not prepared for an entirely online degree program and needs some interaction with the instructor and classmates in order to master the more difficult concepts. Considering all these constraints as well as current resources, it seems the best strategy going forward is to determine which courses are easier for students to successfully complete online and improve the quality of those courses through the Quality Matters model and additional learning supports. The remainder of the program courses should be delivered via ITV so the program is available at the external locations. The program coordinator is also working toward making the face-to-face courses hybrid. Making the courses hybrid will allow the program to use fewer ITV resources, will allow students to spend less scheduled time per week in class (and offer them more flexibility in their learning), and will still provide the support of and interaction with their classmates and instructor.

An increasing number of students in the program are already employed and, therefore, have a limited amount of time available to spend in the classroom. When courses are offered via ITV, the classes can be recorded and posted to a course site on YouTube. This allows the students who cannot attend class to learn from what was covered during class.

Section I Program Overview

College Mission Statement:

Three Rivers College inspires, prepares and empowers students to succeed through open access to high-quality learning opportunities that meet the needs of the communities we serve.

Program Purpose Statement:

The Accounting Technology program is designed for students planning a career that requires expertise in accounting, information systems and/or communications. Possible areas of employment include health care, banking, manufacturing, merchandising and public accounting.

Catalog Description:

Place an "X" in the box if this section is identical to the Program Purpose Statement.

Pre-requisites:

The Accounting Technology program does not have admission prerequisites; however, completion of MATH 01 is required before beginning ACCT 211. Completion of READ 02 is required before taking IST 100. Completion of READ 02 and ENGL 02 or placement into ENGL 111 is required for multiple program courses.

Program Costs:

Some of the courses (ACCT 211, ACCT 212, ACCT 296, IST 100) have a course-fee charged for course materials instead of the students purchasing or renting textbooks. ACCT 211, ACCT 212 and IST 100 all use a MyLabsPlus product that has a built-in eText. Students are able to bridge directly from Blackboard to the MyLabsPlus platform without completing a second login. Students pay a course-fee for these courses instead of renting or purchasing a textbook. The course fee is comparable or less than purchasing a textbook. ACCT 296 has Certified Bookkeeper Review workbooks that are given to the students upon successful completion of the course instead of using a textbook for the course.

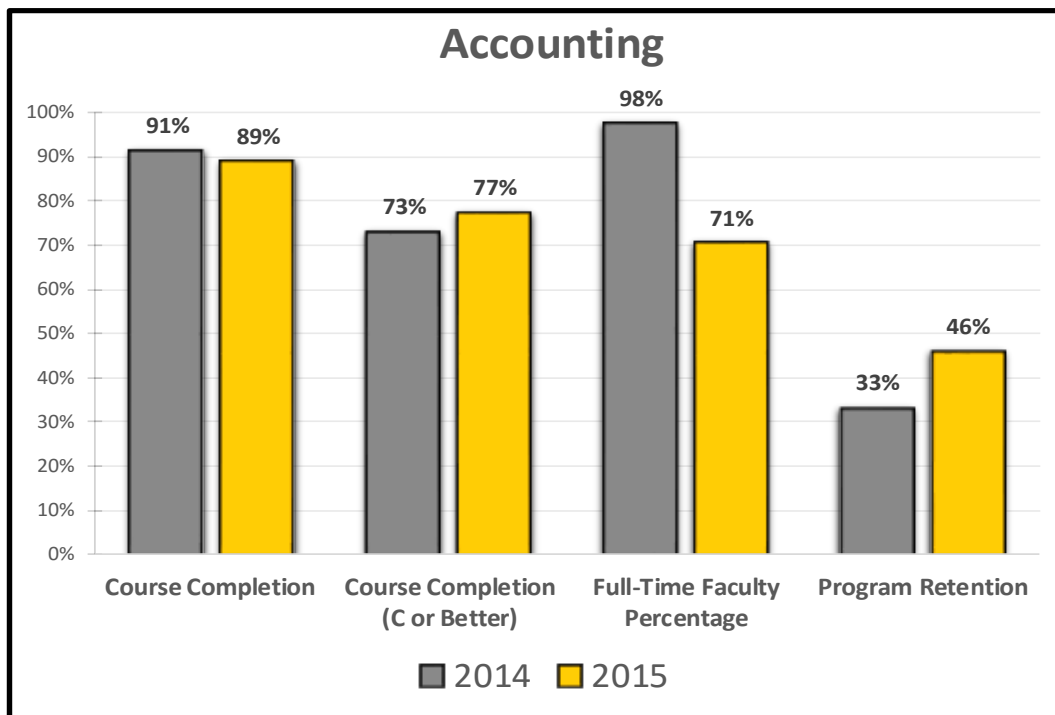
Section II

Current State of the Program

Enrollment Trends:

Program enrollments and degrees conferred are shown in the chart below:

| | <u>2014</u> | <u>2015</u> | <u>% Change</u> |
|--|--------------------|--------------------|------------------------|
| ACCT Course Enrollment | 292 | 382 | 30.8% |
| ACCT Course Completion | 267 | 340 | 27.3% |
| ACCT Course Success (C or better) | 214 | 296 | 38.3% |
| Program Enrollment Total (Unique Students) | 10 | 18 | 80% |
| Program Graduation Total (Unique Students) | 1 | 5 | 400% |
| Program Retention Total (Unique Students) | 3 | 6 | 100% |
| Program Retention Percentage | 33% | 46% | 38.5% |
| Data from Program Review report from Institutional Effectiveness Office (as given is shown on the next page) | | | |



| Description | 2014 | 2015 |
|--|------------|------------|
| Course Enrollment (Duplicated) | 292 | 382 |
| Course Completion Total (Duplicated) | 267 | 340 |
| Course Completion | 91% | 89% |
| Completion Total C or Better (Duplicated) | 214 | 296 |
| Course Completion (C or Better) | 73% | 77% |
| Full-Time Faculty Percentage | 98% | 71% |
| Full-Time Faculty Credit Hours | 858 | 807 |
| Part-Time Faculty Credit Hours | 21 | 336 |
| Program Enrollment Total (Unique Students) | 10 | 18 |
| Program Graduation Total (Unique Students) | 1 | 5 |
| Program Retention Total (Unique Students) | 3 | 6 |
| Program Retention | 33% | 46% |

Accounting course enrollment and course completion with a C or better have been improved from 2014 to 2015 as did all the program measures. It should be noted that accounting course enrollment includes students enrolled in ACCT 211 and ACCT 212 that are required in other degree programs as well as the Accounting Technology degree program. Program enrollment measures reflect only students in the Accounting Technology degree program and is more reflective of the number of students enrolled in the accounting classes that are only offered once per year and only required by the Accounting Technology degree program.

Enrollment Evaluation:

- Accounting courses currently offered online (ACCT 211, 212, 216, 219 and 237) are being refined to improve retention and success rates
- Courses previously offered online with low success rates or student complaints about the difficulty of the course (ACCT 218, 225, 227, 258 and 296) are being adjusted to either hybrid or face-to-face modality so that students have more interaction with the instructor and other students.
- ACCT 211 and ACCT 212 were offered ITV to off-campus locations in the 2016-17 academic year at night. They will be offered ITV during the day in the 2017-2018 academic year.
- The program has several students who do not complete the entire program because they transfer to Central Methodist University to complete an online bachelors of Accountancy. There are multiple courses in the Accounting Technology program that are not required in the bachelor's degree, so students will opt to transfer after completing the courses required in the bachelor's degree and not complete the AAS degree. The program coordinator will encourage students to reverse transfer in order to improve the graduation rates.
- The Fact Book "majored" numbers do not correspond with enrollment in the sophomore level program courses. Most of the sophomore level program courses are offered once per year and have 5-15 students per section, depending on the course. ACCT 218 Payroll Accounting, ACCT 227 Financial Analysis and Budgeting, ACCT 296 Certified Bookkeeper Review and ACCT 297 Internship all have lower enrollment because they are not required in the bachelor's degree with CMU. Often students will declare Accounting Technology as their degree program, then after further discussion about their future plans, will change the degree program to AA in Business Administration. Program coordinator will work closely with Enrollment Services to better try to get students classified in the correct degree program from the start.
- In FY18, the program coordinator will increase the size of the advisory committee and recruit advisory committee members from all 15 counties of the service area. This will help to better identify job opportunities for our graduates.

Progress & Completion:

1. *What is the benchmark for program completion?* 8 graduates per year. Number was set as 60% increase in number of graduates from 2015.
2. *Are there identifiable points where [attrition](#) increases?* Yes, after the first semester of college, after the first accounting course, and when they begin the program-only courses. Students choose Accounting Technology as their degree program then decide: 1) college is harder than they expected, 2) accounting is harder than they expected, 3) they should have chosen the Business Administration degree program, or 4) we're not offering the class in a format/time that's convenient for them.
3. *Explain any significant findings in different [modalities](#), [locations](#), and [settings](#).* Face-to-face classes have higher success rates than the web sections, but the web sections have higher enrollments.
4. *Describe trends in student success and retention disaggregated by: ethnicity, gender, age, and enrollment status, [settings](#).* Cite quantitative data and specific tables from the data packets. Data is not available to do this.
5. *Evaluation: Based on these trends, what do you feel are significant factors or barriers influencing student success in your courses and program? What changes (e.g. in curriculum, [pedagogy](#), scheduling, modality) could be implemented to improve these trends?* The number of full-time accounting faculty instructors decreased from two to one after the 2014-2015 academic year. We are still adding adjunct accounting faculty and experimenting with who teaches what as well as course delivery method in attempts to improve the enrollment, graduation and retention trends.

Student Learning Outcomes Assessment:

1. *Are all program-specific course-level student learning objectives being systematically and regularly assessed? Describe your assessment plan.* Yes, course-level student learning objectives are assessed each time the course is offered using activities customized for each course. Program-level SLO reports for 2015-2016 and 2016-2017 are attached.
2. *Do the course offerings provide a clear path to achieving the program learning outcomes? Yes*
Are the courses sequenced in the most effective manner? Yes

3. Does each class have a specific role to play in helping students achieve the program learning outcomes? Yes Is unnecessary duplication of knowledge and/or skills avoided? Yes

4. What improvements in your courses have been implemented through student learning outcome assessment? Web courses are being enhanced to provide more instruction on how to get started in the course, how to use the online course resources, and how to communicate with the instructor and classmates. Solutions to homework problems worked in class in face-to-face sections are being added to the PowerPoints in the web sections. In all the ACCT 211 and ACCT 212 sections, students are assigned into study groups for each unit. How has student learning been improved through implemented changes? Students are looking at the PowerPoints now instead of just jumping into the homework. As a general rule test scores are better when students are assigned into groups. The groups are changed up with each unit and the instructors try to mix up the groups. The students also get to know some of their classmates and create their own informal study groups in addition to their assigned group.

Program Learning Outcome Assessment:

The program-level outcomes and their assessment point(s) are as follows:

| Outcome and course(s) where assessed | Assessment Point in program |
|--|------------------------------------|
| Perform financial accounting and management functions using report format and procedures | |
| ACCT 211 – Principles of Accounting I | 1 st semester |
| ACCT 212 – Principles of Accounting II | 2 nd semester |
| ACCT 225 – Intermediate Accounting I | 3 rd semester |
| ACCT 296 – Certified Bookkeeper Review | 4 th semester |
| Communicate business information effectively within a business environment. | |
| ACCT 227 – Financial Analysis and Budgeting | 4 th semester |
| BUED 203 – Business Communications | 3 rd semester |
| Demonstrate knowledge of accounting systems for service, merchandising and manufacturing companies operating as sole proprietorships, partnerships, or enterprises. | |
| ACCT 211 – Principles of Accounting I | 1 st semester |
| ACCT 212 – Principles of Accounting II | 2 nd semester |
| ACCT 219 – Accounting Management Software | 4 th semester |
| ACCT 258 – Cost Accounting | 4 th semester |
| Utilize current income tax resources to prepare personal income tax returns. | |
| ACCT 237 – Income Tax Accounting | 3 rd semester |
| Use technology to solve complex business issues, report, and display these solutions in an appropriate manner. | |
| ACCT 219 – Accounting Management Software | 4 th semester |
| Demonstrate knowledge of accounting as it relates to payroll. | |

| | |
|--|--------------------------|
| ACCT 211 – Principles of Accounting I | 1 st semester |
| ACCT 218 – Payroll Accounting | 3 rd semester |
| ACCT 296 – Certified Bookkeeper Review | 4 th semester |

1. *What improvements have been implemented as a result of PLO assessment?* No changes in program requirements have been made to the accounting curriculum since the SP/13 semester. However, an additional program learning outcome concerning payroll was added in 2015 and a course learning outcome was added to ACCT 218 Payroll Accounting. The course learning outcome in ACCT 218 involves using a 10-key calculator. A workbook was added to the course where students will complete drills using a 10-key calculator. Improvements have been made to multiple courses by adding homework graders, more learning resources and clearer instructions on using the learning resources.
2. *Is the program arranged so that a full-time students can complete the program in two years or less regardless of modality, location, or setting?* Yes. Some students may have to take a summer class of ACCT 211 or ACCT 212 if they did not meet the math requirement to take ACCT 211 their first semester or if they start college in the spring semester. The majority of the ACCT classes after ACCT 212 are only offered at Poplar Bluff. Some students find this to be inconvenient. *If not, what changes could be implemented to facilitate this goal?*
3. *What specific needs does the program fill at the institution that are not filled by similar programs?* This is the only program at the college that prepares students to work as accounting staffers.

Job Placement:

1. *What is the program's job placement rate in the appropriate field of study?* Most graduates of the program are able to find a job in the field of study.
2. *Does the labor market indicate sufficient need for the program? What are future trends, opportunities, and challenges?* There are more job openings in certain parts of the service area than there are in the Poplar Bluff and Butler County area. Nationwide, there are more jobs available that require a 2-year or 4-year degree in accounting than there are people seeking accounting degrees.
3. *Are graduates sufficiently prepared to enter the workforce based on the feedback from employers and advisory board?* Yes, employers and the advisory board indicate satisfaction with the accounting technology program curriculum.
4. *What activities does your program participate in to assist students with job placement?* Accounting instructors let students know of jobs available and assist them in preparing their resumes and cover letters.

Continuous Improvement Planning:

*How will you address the opportunities for improvement that you identified in the above sections?
Identify timelines for implementation, responsible party, and resource requirements.*

| Action Plan Objective | Timeline | Responsible Party | Resources required |
|--|-------------------------|--------------------------|--|
| Advising improvement | Ongoing | Program Coordinator | |
| Curriculum improvement | Ongoing | Program Coordinator | |
| Data collection for enrollment, retention, graduation and placement | Ongoing | Program Coordinator | Assistance from Institutional Effectiveness Office and Career Services |
| Increase advisory committee size, primarily by increasing number of members from outside of Poplar Bluff | 2017-2018 academic year | Program Coordinator | |

Section III

Analysis of the Program

Articulation (If applicable): (N/A)

Transfer Rates (If applicable): (N/A)

Changes in Curriculum:

2016-2017 Academic Year

- ACCT 211 and ACCT 212 PowerPoint presentations were changed to include classwork solutions. In the face-to-face sections, the instructor usually works the classwork questions with the students. By including the solutions, the web sections are getting closer to the same experience as a face-to-face section. This action has reduced the gap in performance between differing modalities.
- ACCT 211 and ACCT 212 sections all had students assigned in groups with the task of completing exam study guides together. This resulted in students either being better prepared for the exams or dropping the course sooner because they felt they were “letting their group down.”
- Accounting courses after ACCT 212 were evaluated for modality and most were offered as hybrid courses during this year. This gave the students the opportunity every week to ask questions and interact with classmates where they weren’t asking questions or interacting with classmates as much when the courses were totally online. On the other hand, this makes completing the program more difficult for students who don’t live near Poplar Bluff.
- Due to HLC credentialing requirement changes beginning in 2017, the program coordinator is teaching more sections of ACCT 211 and ACCT 212 while adjuncts are teaching the majority of the accounting courses offered after ACCT 212.
- Homework graders are being adopted whenever possible so that students get immediate feedback and more guided instruction.

External Needs Assessment:

Describe how changes in community needs, workforce needs, technology, licensing, or accreditation affect your program.

1. *Does the advisory committee meet regularly?* The advisory committee generally meets yearly, either by themselves or in a combined meeting with the advisory committees for Business Management or Information System Technology. Minutes from the last accounting only advisory meeting in spring 2015 are attached.
2. *How do the external factors impact the curriculum?* Changes in technology (Microsoft Office and QuickBooks specifically) cause changes to the program. Changes in regulation concerning taxes and payroll result in the tax accounting and payroll courses having a new text every year. The QuickBooks course (ACCT 219) gets a new text nearly every year. We are working with the American Institute of Professional Bookkeepers to use the Certified Bookkeeper exam as the TSA for the Accounting Technology program. At this time, Memphis is the nearest location where students can take the Certified Bookkeeper exam, so we are just preparing students to take the exam, not actually administering the exam.
3. *How does your Advisory Board adequately represent the community and workforce needs?* Most of the advisory board members are from the Poplar Bluff area due to the advisory meetings generally being in Poplar Bluff. During the 2017-2018 academic year, the program coordinator intends to add members from outside of Poplar Bluff.

Adequacy of Facilities, Equipment, and Technology:

Describe the state of facilities and equipment used by the program. Explain by what criteria and with what process the department evaluates its facilities and equipment.

1. *Are facilities safe and sufficient to support and assure the integrity and quality of the program? Is access assured for all facilities?* No, the second-year program courses are primarily offered as hybrid courses with the face-to-face portion taking place at Poplar Bluff. The number of students willing to drive to Poplar Bluff from Sikeston, Kennett or even Dexter are limited. In the past, these courses were offered ITV. Due to low enrollment in the courses at the off-campus sites and a limited number of ITV classrooms, these courses are no longer being offered via ITV.
2. *Is equipment adequate?* Computer labs on the Poplar Bluff campus are adequate. Improvements are being made to the ITV equipment during the summer of 2017. This

should address some of the technology challenges experienced with teaching ITV during 2016-2017.

3. *Is it sufficiently modernized? Yes*
4. *What recommended program improvements could be made through upgrades to facilities, equipment and/or technology? It would be really helpful to have ITV courses sent to a computer lab. The next best option would be to have laptops available to students who don't have their own laptop to bring to class.*
5. *Is all facilities, equipment, and technologies in compliance with regulatory agencies and standards? Yes*

Impact of Resources to Support Teaching and Learning:

1. *Does the institution provide adequate resources to support teaching and learning in the program?*
 - a. *Faculty and Staff* - The number of full-time faculty designated as accounting technology or business administration went from 3 to 1 during the summer of 2015. As a result of this, there is one person responsible for advising for both programs and mentoring adjuncts teaching in both programs.
 - b. *Revenue vs. Expenditures* – The accounting technology program has very few costs other than instructional salaries and the cost of technology used in the program. Most technology is used in other programs also, so the accounting technology program benefits from expenditures for other programs instead of requesting expenditures specifically for the program.
 - c. *Disposable resources*
2. *Are there any areas within the program that could reduce expenses for students? In courses where a homework grader is used, the majority include an eText. This is reducing the cost of texts.*
3. *For CTE programs, is the cost of the program proportionate to the eventual prevailing wages? Yes, prevailing wage for the program is \$25-\$30K per year. Cost of the program is much less.*
4. *Does the program have an [obsolescence plan](#) for large equipment purchases? No, the program generally does not make large equipment purchases. The computers used in the*

program are purchased by the college IT department and I assume they have an obsolescence plan.

Evaluation of Resources to Support Teaching and Learning:

An additional full-time faculty member for the business department could be helpful. Resources that would enable us to teach the second-year courses at off-campus locations would also benefit our service area.

Professional Development:

Identify any professional development activities completed by instructors teaching within the program.

- 1. Identify any CEU or professional development requirements in order to maintain certification/licensure. Faculty must have 18 hours of graduate work in accounting or the CPA credential to teach the accounting transfer courses (ACCT 211 and ACCT 212). The majority of people with an accounting background in our area have an MBA and may not have a professional certification. With an MBA, they generally have 3-6 hours of graduate accounting. This makes it hard to find qualified adjuncts to teach accounting.*
- 2. Identify any barriers to obtaining professional development requirements or remaining current within the field of study. Time for and access to professional development are the biggest barriers.*

External Accreditation & Documentation:

The accounting technology program is accredited by the Accreditation Council for Business Schools and Programs (ACBPS) along with the other business programs. Our last accreditation visit was in the spring semester of 2010. QA reports are due every other year; our next report will be due in February 2018 and the next site visit will be in 2020. Feedback from our last QA report is attached.

Progress Report:

Any changes made have been addressed in other parts of the report.

Three Rivers College

THE COMMUNITY COLLEGE OF SOUTHEAST MISSOURI

Program Review

| | |
|--------------------------------|--|
| <u>Program Title:</u> | Business Management AAS |
| <u>Dates of Review:</u> | Fall 2017 |
| <u>Faculty Contact:</u> | Dr. Martha Kirkman |
| <u>Email:</u> | mkirkman@trcc.edu |
| <u>Phone:</u> | 573-840-9636 VoIP Extension: 8101 |

Executive Summary:

The Business Management courses are designed to provide a two-year intensified business program. This program focuses on developing managerial skills needed for positions in the fields of marketing and management. Included in the Business Management program is an internship to provide specialized on-the-job work experience in the career for which the student is training.

The program relies heavily on our advisory committee that is made up of business owners, professionals and managers from the community. The committee helps by advising on changes in the industry that need to be incorporated into the program so students are successful upon graduation. When there are changes in the workforce or industry the advisory board makes suggestions and recommendations to implement within the program to address these changes.

While I do not have solid numbers, our students are getting hired. Through post-graduate observations I am seeing students working. Students are prepared to enter the workforce based on the feedback from employers and the advisory board.

Aside from tuition and common fees there are no additional costs which relieves students of the burden of excessive student loan debt. There have been increases in enrollment with the Business Management program. There was a three percent increase in course completion as well as an increase from 304 students enrolled in the program to 322 students between 2014 and 2015.

Opportunities for improvement to the program as well as for enrollment would be to offer courses ITV to allow students in off-campus locations the opportunity to enroll in classes, eliminating the common hour at noon on Monday/Wednesday/Friday to allow courses to be offered during the lunch-hour.

The program-specific course-level student learning objectives are assessed each semester. There are six program outcomes that are embedded in the courses for the degree. Each course within the degree program has course-level objectives that are aligned with the program objectives and each chapter that is covered in each course has objectives that align with the course-level objectives that then align with the program objectives. There are artifacts assigned to each course that are assessed to determine level of competency for each student. The data from these assessments are used to develop a plan for changes or additions that need to be made to the classes.

Section I

Program Overview

College Mission Statement:

Program Purpose Statement:

Three Rivers College inspires, prepares, and empowers students to succeed through open access

to high quality learning opportunities that meet the needs of the communities we serve.

The Business Management courses are designed to provide a two-year intensified business program. This program focuses on developing managerial skills needed for positions in the fields of marketing and management. Included in the Business Management program is an internship to provide specialized on-the-job work experience in the career for which the student is training. Students enrolled in the Business Management program will have the opportunity to join Collegiate DECA.

This program aligns with the mission of the institution by providing them with the skills and knowledge they need to become successful in their chosen career path. This program relies on an advisory committee that is made up of business owners, professionals and managers in the community. The committee advises the faculty twice a year on the changes in the industry so we can make appropriate improvements to the program so the students are successful.

Catalog Description:

Place an "X" in the box if this section is identical to the Program Purpose Statement.



Pre-requisites: N/A

Program Costs:

There are no additional costs associated with this program beyond the tuition and common fees.

Section II

Current State of the Program

Enrollment Trends:

There has been difficulty filling classes on the Poplar Bluff campus since the addition of the multiple off-campus locations. There have been increases in enrollment with the Business Management program due to the closing of Nordyne Manufacturing plant.

Enrollment Evaluation:

There are a variety of things that could be implemented to improve enrollment trends. The courses could be offered ITV to allow students in off-campus locations the opportunity to enroll in the classes, eliminating the common hour at noon on Monday/Wednesday/Friday to allow courses to be offered during the noon-hour.

Progress & Completion:

1. What is the benchmark for program completion? Please explain the rationale for this benchmark.

This program is a two-year program and the goal is that students who enroll in the program complete in two years.

2. Are there identifiable points where [attrition](#) increases? N/A

Student Learning Outcomes Assessment:

1. Are all program-specific course-level student learning objectives being systematically and regularly assessed? Describe your assessment plan.

The program-specific course-level student learning objectives are assessed each semester. There are six program outcomes that are embedded in the courses for the degree. Each course within the degree program has course-level objectives that are aligned with the program objectives and each chapter that is covered in each course has objectives that align with the course-level objectives that then align with the program objectives. There are artifacts assigned to each course that are assessed to determine level of competency for

each student. The data from these assessments are used to develop a plan for changes or additions that need to be made to the classes.

2. *Do the course offerings provide a clear path to achieving the program learning outcomes? Are the courses sequenced in the most effective manner?*

Most of the courses do not have prerequisites so they are not required to be taken in a specific order. The courses that do have prerequisites have been sequenced accordingly and are sequenced correctly.

3. *Does each class have a specific role to play in helping students achieve the program learning outcomes? Is unnecessary duplication of knowledge and/or skills avoided?*

The required courses all provide students with the knowledge and tools they will need in order to achieve the program learning outcomes. Through the use of the advisory committee there have been changes made to eliminate duplication of courses to allow necessary coursework to be added to the curriculum.

4. *What improvements in your courses have been implemented through student learning outcome assessment? How has student learning been improved through implemented changes?*

Courses have been eliminated from the degree program that were not helping students achieve program level outcomes so that courses that would help students achieve program level outcomes could be added to the program. Artifacts that do not measure learning outcomes have been eliminated and more accurate artifacts have been added. All online courses in the program are going through Quality Matters review to ensure that the course material aligns with the learning outcomes.

Program Learning Outcome Assessment:

1. *Describe your program-level outcomes assessment plan.*

The program has six program-level outcomes. These outcomes are measured in courses the students are required to take. This program focuses on developing managerial skills needed for positions in the fields of marketing and management. There are faculty from

the Business Department as well as other departments on campus who teach the courses for this degree program so additional coordination is required in order to ensure the outcomes are aligned and appropriately assessed. The program-level outcomes have been mapped to each course within the program. Each course has course-level as well as chapter-level outcomes that are aligned with the program-level outcomes. An artifact is assigned to each course that aligns with the program-level outcome with a rubric that is used to assess student learning.

2. *What improvements have been implemented as a result of PLO assessment?*

As a result of the PLO assessment the following improvements have been implemented. Discussions have been made to make changes to the program so that the activities and rubrics better align with the program outcomes. Faculty have discussed making changes to program outcomes 2 through 6 so that they are more clear. Rubrics will be revised, artifacts will be studied, importance of student outcomes emphasized to students. It is expected that by making these changes we will see an increase in the percentage of students who move away from the No Evidence and Novice levels to the Competent and Mastery levels. To improve student learning the BMGT 108 course is being prepped for internal review for the Fall 2016 semester, BUAD 120 Introduction to Business has gone through internal review and has been approved for national Quality Matters standards and certification and MKTG 118 Retail Merchandising is being prepped for internal review for Spring 2017. Focusing on the quality matters standards greatly improves learning because it helps to ensure the coursework aligns with the course objectives as well as the program objective.

Update Degree Plan to Allow Program Grid to Indicate the Option to Take ECON 211 or ECON 212 (Either Course), Change BUED 110 to MATH 103/153 or higher, and change BMGT 228 to ACCT 227. Change courses within the program - Change to Allow ECON 211 instead of just ECON 212, Change BUED 110 to MATH 153 or higher, Change from BMGT 228 to ACCT 227. Changes began SU 2014: to Allow ECON 211 instead of just ECON 212, Change BUED 110 to MATH 153 or higher, Change from BMGT 228 to ACCT 227. The Business Management Advisory Board recommended: eliminated (Financial Management) from BMGT 228 to ACCT 227, to strengthen the program and

better prepare students for careers. The change from (Business Math) BUED 110 to MATH 153 or higher, to align better with the Three Rivers College General Education grid. The change from (Business Math) BUED 110 to MATH 153 or higher, to align better with the Three Rivers College General Education grid.

After several discussions with the advisory committee and with Internship supervisors it has been determined that the program needs a greater emphasis on customer service. The material currently being taught in Supervisory Development and Management Applications can be combined to eliminate the need for Management Applications so that Customer Service Management can be added to the course requirements. The math requirement will also be addressed with this revision. After many discussions with my advisory committee and Internship supervisors a common theme and desire of theirs is to add an emphasis on customer service to the Business Management degree program. So to strengthen the program and to add focus to customer service a Customer Service Management course is being added to the requirements.

Adding 4 one-year certificates to the Business Management degree program. This addition allows the department to add courses to the program that we believe are important to the content of the program and offer a more complete certificate program. Also doing this will provide opportunities for financial aid assistance that students are not eligible for with short-term certificates. Once approved by DOE and implemented, the proposed Hospitality and Tourism, Management and Supervision, Marketing and Merchandising, and Sales "One-Year Certificate (s)" shall be evaluated for student success. Student success rates will be tracked due to the implementation of changes to Student Learning Outcomes in online course, BUAD 120 Introduction to Business since the Quality Matters course redesign.

BUAD 120 Introduction to Business - Revision of Course - Change to Student Learning Outcomes: Student Learning Outcomes- The SLOs better reflect the student level of learning. The SLOs will now be better aligned with Bloom's Taxonomy. Business Management - Revision of Program Change of Courses within the program Eliminate BMGT 296 Management Applications, add new course Customer Service Management, change MATH 103/153 to include or higher, and correct program grid accordingly. BMGT

235 Customer Service Management - Addition of Course - 3 credit hour course equaling 3 lecture hours with a maximum of 25 students per section. Course Description: This course will introduce students to the importance of delivering excellent customer service.

Business Management Advisory Committee recommendation to strengthen the program is to eliminate BMGT 296 Management Applications, add new course Customer Service Management, change MATH 103/153 to include or higher, and correct program grid accordingly. Fall 2015 implemented due to difficulty with measuring outcomes, and to better align with program outcomes.

Changes to Student Learning Outcomes in BUAD 120 Introduction to Business, as follows:

Student Learning Outcomes- The SLOs better reflect the student level of learning. The SLOs will now be better aligned with Bloom's Taxonomy. Instead of just saying Upon successful completion of this course the student will be able to: The title Student Learning Outcomes is a heading above the SLOs.

The SLOs are as follows:

- Recognize the roles of the four functions of management.
- Identify the types of business ownership.
- Interpret good business ethics and socially responsible business practice.
- Explain the components of a flexible organization.

Fall 2015: began change of Courses within the program Eliminate BMGT 296 Management Applications, add new course Customer Service Management, change MATH 103/153 to include or higher, and correct program grid accordingly. Since the Fall 2015 implementation of changes to Student Learning Outcomes in BUAD 120 Introduction to Business, as follows, Program Manager/instructor noted overall improved success rates of students in course. The changes provided more structure for the students in this online course and the course was also revised based on QM Standards. The Hospitality and Tourism, Management and Supervision, Marketing and Merchandising, and Sales "One-Year Certificate" application was approved by DOE 9/2016, the change will be implemented during fall 2016.

BMGT 108 - Revision of Course - Changing to a new textbook. Revise Master Course Syllabus. Change of Student Learning Outcomes: Coursework wasn't properly aligned with the student learning outcomes after undergoing the Quality Matters Self-Review. As a result, changing one of the outcomes and adding the 5th outcomes better aligns the coursework with the outcomes. Revision of program for all 4 one-year business management certificates. Change of Courses with the program: The change in the AS Business Management program of replacing and ACCT 211 and ACCT 212 with ACCT 216 affects the one-year certificates that are associated with the AAS Business Management degree. ACCT 211 Principles of Accounting will be replaced with ACCT 216 Business Accounting.

Eliminate ACCT 211 Accounting I and ACCT 212 Accounting II from the AAS Business Management degree requirements.

ACCT 211 and ACCT 212 are being replaced with ACCT 216 Business Accounting which contains the components of the subject matter that are important to a business management major. Add BUAD 120 Introduction to Business as a requirement to the AAS Business Management degree. Advisory committee members felt it was important to have an introduction to business course since it is a business degree. Add ACCT 216 Business Accounting to the AAS Business Management degree requirements.

Terri Smith is submitting request to change ACCT 216 from inactive to active.

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We are allowing the students to choose between ACCT 227 and ACCT 219 to allow those who want to learn QuickBooks that choice. Several members of the advisory committee have expressed concerns about new hires not having the background in QuickBooks but others expressed concerns about needing students to have background in financial analysis and budgeting so giving students the option to choose allows them to follow a path that

will be most beneficial to them and their career plans. Allow ACCT 211 Principles of Accounting I or ACCT 216 Business Accounting to be completed in the four one-year certificates that are associated with the AAS Business Management Degree Program. Textbook change for BMGT 108 Human Resource Management from Managing Human Resources 15th edition Bohlander and Snell Cengage Learning to Fundamentals of Human Resource Management 4th edition Dessler Pearson. Changing student learning outcomes for BUAD 120 Introduction to Business. This course just went through redesign and has been through the quality matters self-review. In the review it was brought to the instructor's attention that some of the coursework was not properly aligned with the student learning outcomes. Changing one of the outcomes and adding the 5th outcome better aligns the coursework with the outcomes.

Based on feedback from the program Advisory Committee members the introduction to business course BUAD 120 Introduction to Business was added as a requirement to the AAS Business Management degree; since it is a business degree. Improved the course content in many ways: Textbook change for BMGT 108 Human Resource Management from Managing Human Resources 15th edition Bohlander and Snell Cengage Learning to Fundamentals of Human Resource Management 4th edition Dessler Pearson. Shall continue with new text for BMGT 108 Human Resource Management from Managing Human Resources 15th edition Bohlander and Snell Cengage Learning to Fundamentals of Human Resource Management 4th edition Dessler Pearson. Implemented program requirement fall 2016: Based on feedback from the program Advisory Committee members the introduction to business course BUAD 120 Introduction to Business was added as a requirement to the AAS Business Management degree; since it is a business degree.

3. *Is the program arranged so that a full-time students can complete the program in two years or less regardless of modality, location, or setting? If not, what changes could be implemented to facilitate this goal?*

A change to facilitate a full-time student completing the program in two years regardless of modality, location or setting would be to offer the courses at our off-campus locations either face-to-face or through ITV. Also it is extremely important that the students are properly advised. This means that all advisors both on the Poplar Bluff campus as well as

at all off-campus locations are trained and then properly follow the program plan and not simply enroll students in classes that are online or are general education.

4. *What specific needs does the program fill at the institution that are not filled by similar programs?*

This program is specifically designed to prepare a student for a business career in two-years. There is not another degree program currently offered that meets these needs.

Job Placement:

While I do not have solid numbers, our students are getting hired. Through post-graduate observations I am seeing students working. Students are prepared to enter the workforce based on the feedback from employers and the advisory board. When there are changes in the workforce or industry the advisory board makes suggestions and recommendations to implement within the program to address these changes.

The program coordinates the Merchants Showcase, a large trade show each spring that assists students with networking opportunities with the businesses who participate. The program regularly has guest speakers in the classroom to discuss expectations and to answer student questions. All students are required to complete an internship during their last semester of coursework to give them hands-on experience. Many students are hired full-time with the company that provided the internship opportunity.

Continuous Improvement Planning:

| Action Plan Objective | Timeline | Responsible Party | Resources required |
|---|----------|--|--------------------|
| Work with communication to create a promotional flyer | | Business instructor/communication department | |
| Raider preview days | | Business instructor/recruitment office | |
| Online course redesign | | Business instructor | |

Section III

Analysis of the Program

Articulation (If applicable):

1. *Identify [articulation](#) agreements with other institutions.*

There is an articulation agreement with Central Methodist University and Hannibal LaGrange University. Students can easily transfer their coursework to either of these two universities to work toward a bachelors degree if they so choose.

2. *Are there any opportunities for new or additional agreements?*

While there are agreements with Central Methodist University and Hannibal LaGrange University Management, the Business Management degree is a terminal degree which makes it difficult to find articulation agreement opportunities.

Transfer Rates (If applicable): N/A

Changes in Curriculum:

Rubrics have been revised, artifacts will be studied, importance of student outcomes emphasized to students. It is expected that by making these changes we will see an increase in the percentage of students who move away from the No Evidence and Novice levels to the Competent and Mastery levels. To improve student learning the BMGT 108 course is being prepped for internal review for the Fall 2016 semester, BUAD 120 Introduction to Business has gone through internal review and has been approved for national Quality Matters standards and certification and MKTG 118 Retail Merchandising is being prepped for internal review for Spring 2017. Focusing on the quality matters standards greatly improves learning because it helps to ensure the coursework aligns with the course objectives as well as the program objective.

Update Degree Plan to Allow Program Grid to Indicate the Option to Take ECON 211 or ECON 212 (Either Course), Change BUED 110 to MATH 103/153 or higher, and change BMGT 228 to ACCT 227. Change courses within the program - Change to Allow ECON 211 instead of just ECON 212, Change BUED 110 to MATH 153 or higher, Change from BMGT 228 to ACCT 227. Changes began SU 2014: to Allow ECON 211 instead of just ECON 212, Change BUED 110 to MATH 153 or higher, Change from BMGT 228 to ACCT 227. The Business Management

Advisory Board recommended: eliminated (Financial Management) from BMGT 228 to ACCT 227, to strengthen the program and better prepare students for careers. The change from (Business Math) BUED 110 to MATH 153 or higher, to align better with the Three Rivers College General Education grid. The change from (Business Math) BUED 110 to MATH 153 or higher, to align better with the Three Rivers College General Education grid.

After several discussions with the advisory committee and with Internship supervisors it has been determined that the program needs a greater emphasis on customer service. The material currently being taught in Supervisory Development and Management Applications can be combined to eliminate the need for Management Applications so that Customer Service Management can be added to the course requirements. The math requirement will also be addressed with this revision. After many discussions with my advisory committee and Internship supervisors a common theme and desire of theirs is to add an emphasis on customer service to the Business Management degree program. So to strengthen the program and to add focus to customer service a Customer Service Management course is being added to the requirements.

Adding 4 one-year certificates to the Business Management degree program. This addition allows the department to add courses to the program that we believe are important to the content of the program and offer a more complete certificate program. Also doing this will provide opportunities for financial aid assistance that students are not eligible for with short-term certificates. Once approved by DOE and implemented, the proposed Hospitality and Tourism, Management and Supervision, Marketing and Merchandising, and Sales "One-Year Certificate (s)" shall be evaluated for student success. Student success rates will be tracked due to the implementation of changes to Student Learning Outcomes in online course, BUAD 120 Introduction to Business since the Quality Matters course redesign.

BUAD 120 Introduction to Business - Revision of Course - Change to Student Learning Outcomes: Student Learning Outcomes- The SLOs better reflect the student level of learning. The SLOs will now be better aligned with Bloom's Taxonomy. Business Management - Revision of Program Change of Courses within the program Eliminate BMGT 296 Management Applications, add new course Customer Service Management, change MATH 103/153 to include or higher, and correct program grid accordingly. BMGT 235 Customer Service Management - Addition of Course - 3 credit hour course equaling 3 lecture hours with a maximum of 25 students per section. Course

Description: This course will introduce students to the importance of delivering excellent customer service.

Business Management Advisory Committee recommendation to strengthen the program is to eliminate BMGT 296 Management Applications, add new course Customer Service Management, change MATH 103/153 to include or higher, and correct program grid accordingly. Fall 2015 implemented due to difficulty with measuring outcomes, and to better align with program outcomes.

Changes to Student Learning Outcomes in BUAD 120 Introduction to Business, as follows: Student Learning Outcomes- The SLOs better reflect the student level of learning. The SLOs will now be better aligned with Bloom's Taxonomy. Instead of just saying Upon successful completion of this course the student will be able to: The title Student Learning Outcomes is a heading above the SLOs.

The SLOs are as follows:

- Recognize the roles of the four functions of management.
- Identify the types of business ownership.
- Interpret good business ethics and socially responsible business practice.
- Explain the components of a flexible organization.

Fall 2015: began change of Courses within the program Eliminate BMGT 296 Management Applications, add new course Customer Service Management, change MATH 103/153 to include or higher, and correct program grid accordingly. Since the Fall 2015 implementation of changes to Student Learning Outcomes in BUAD 120 Introduction to Business, as follows, Program Manager/instructor noted overall improved success rates of students in course. The changes provided more structure for the students in this online course and the course was also revised based on QM Standards. The Hospitality and Tourism, Management and Supervision, Marketing and Merchandising, and Sales "One-Year Certificate" application was approved by DOE 9/2016, the change will be implemented during fall 2016.

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External Needs Assessment:

1. Does the advisory committee meet regularly?

The business management advisory committee meets regularly once every fall and spring semester.

2. How do the external factors impact the curriculum? When there are changes in an industry, business practices or technology it is necessary to make changes and adjustments to the curriculum. These changes are discussed with the advisory board to obtain their feedback.

3. How does your Advisory Board adequately represent the community and workforce needs?

The business management advisory committee has members from a variety of industries in the community. We have representation from manufacturing, small business, banking, communication, non-profit, financial, retail, health care, and human resources. They are an active committee and provide meaningful suggestions and recommendations to address changes to the program that will better address the community and workforce needs.

Adequacy of Facilities, Equipment, and Technology:

1. *Are facilities safe and sufficient to support and assure the integrity and quality of the program? Is access assured for all facilities?*

The facilities are safe and sufficiently support and assure the integrity and quality of the program.

2. *Is equipment adequate?*

The equipment is checked and updated as necessary.

3. *Is it sufficiently modernized?*

The equipment is modern based on industry and for what is necessary for the program.

4. *What recommended program improvements could be made through upgrades to facilities, equipment and/or technology?*

N/A

5. *Is all facilities, equipment, and technologies in compliance with regulatory agencies and standards?*

N/A

Impact of Resources to Support Teaching and Learning:

1. *Does the institution provide adequate resources to support teaching and learning in the program?*

- a. *Faculty and Staff*

The faculty and staff ratio to students could be improved. We are using several adjunct instructors that could be replaced with the addition of one or two full-time faculty.

- b. *Revenue vs. Expenditures*

The institution provides adequate resources to support teaching and learning based on revenue vs. expenditures.

- c. *Disposable resources*

N/A

2. *Are there any areas within the program that could reduce expenses for students?*

N/A

Evaluation of Resources to Support Teaching and Learning:

What recommendations for resources that impact teaching and learning could be made based on the information above?

The program could benefit by having full-time faculty teaching the courses instead of adjunct.

Professional Development:

Identify any professional development activities completed by instructors teaching within the program.

- 1. Identify any CEU or professional development requirements in order to maintain certification/licensure.*

N/A

- 2. Identify any barriers to obtaining professional development requirements or remaining current within the field of study.*

N/A

External Accreditation & Documentation:

If an external accreditation is required for the program, please provide the following information and documentation:

- 1. Name of accrediting organization*

Accreditation Council for Business Schools and Programs (ACBSP)

- 2. Date of last visit*

February 2012

- 3. Date of next upcoming visit*

February 2022

- 4. Are any reports, recommendations, etc. required for the program at this time?*

While we were reaccredited there were no specific recommendations made.

Three Rivers College

THE COMMUNITY COLLEGE OF SOUTHEAST MISSOURI

Program Review

| | |
|--------------------------------|---|
| <u>Program Title:</u> | Criminal Justice AAS and Certificate |
| <u>Dates of Review:</u> | Fall 2017 |
| <u>Faculty Contact:</u> | Shawn Westbrook |
| <u>Email:</u> | swestbrooks@trcc.edu |
| <u>Phone:</u> | 573-840-9101 VoIP Extension: |

Executive Summary:

The Criminal Justice Program is one of the larger programs on campus. According to the 2015 Fact Book, the total enrollment in the program was as follows:

| | |
|------------------------------|---------------------|
| AAS-Criminal Justice | 128 students |
| AS-Administration of Justice | 34 students |
| Criminal Justice Certificate | 29 students |
| TOTAL: | 191 students |

As of 2017, the program offers a combination of traditional classroom, ITV broadcasted classes, and web courses each spring and fall semester. Web courses are offered during the summer semester as well. The program consists of one full-time and one adjunct instructor. Decline in enrollment in the program in recent semesters follows the overall trend in enrollment decline experienced not only by Three Rivers College, but other colleges in Missouri as well.

The program will continue to meet student needs by assessing the courses offered and the type of course delivery as desired by the community. Student and advisory committee input will be used to make any needed changes. A new certificate "Criminal Justice Technology Specialist" is

expended to bring additional students into the program and may lead to the creation of an additional degree program in the future.

Budget issues are expected to continue to be a challenge. The program has suffered setbacks to the lack of funds. This problem is not unique to this program as all higher education programs are currently faced with enrollment and funding difficulties. Due to the continued need for criminal justice professionals, there will always be a demand for the program. It is expected to continue to be one of the larger programs and the coordinator will find ways to make the program function under whatever circumstances are faced.

Section I Program Overview

College Mission Statement:

Program Purpose Statement:

Three Rivers College inspires, prepares, and empowers students to succeed through open access

to high quality learning opportunities that meet the needs of the community at large. ~~Purpose: Career and Technical Education~~ The Criminal Justice program prepares individuals for a career in law enforcement and police work. In addition to courses concerned primarily with the activities of police on the operational level, the curriculum includes the legal, social and philosophical basis for law enforcement. This program is applicable to both the pre-service student and the inservice officer. Students enrolling in CRJU 297 Criminal Justice Internship must submit to a criminal background check as part of the course requirements.

Catalog Description:

Place an "X" in the box if this is section is identical to the Program Purpose Statement.

Pre-requisites:

[None](#)

Program Costs:

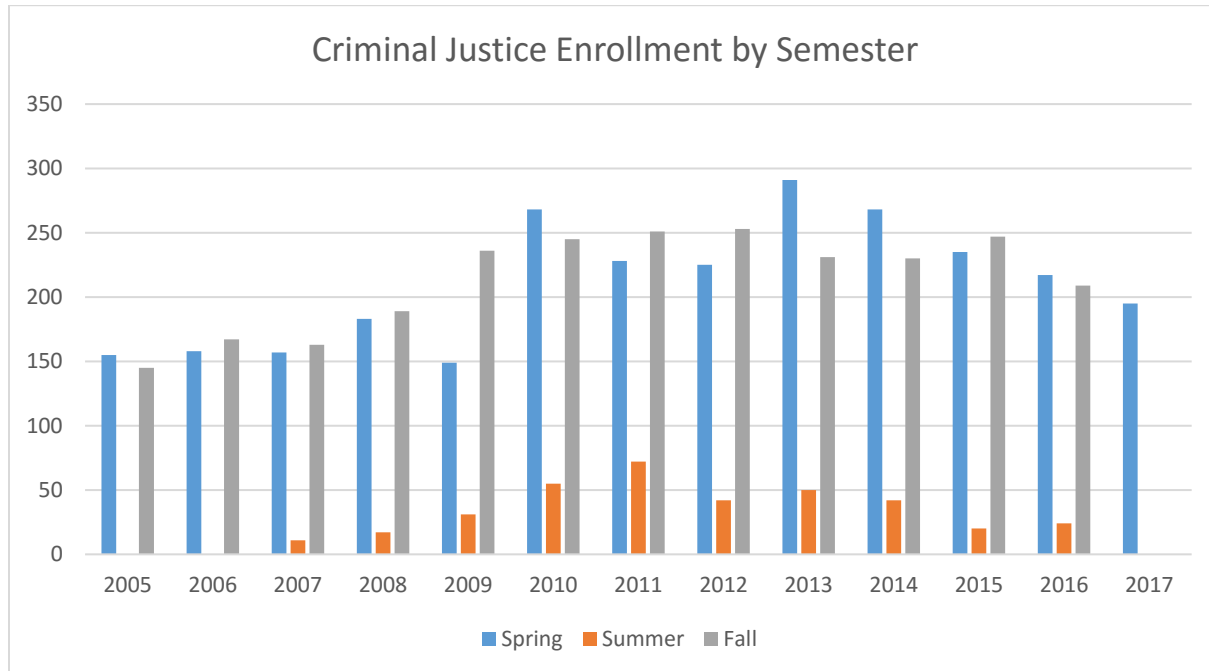
Students are required to complete a background check with the Missouri State Highway Patrol prior to enrolling in CRJU-297 Internship in Criminal Justice at a current cost of \$13.00. This is the only cost to students beyond the normal tuition, fees, and textbook rental.

Section II

Current State of the Program

Enrollment Trends:

The following numbers represent the duplicated head count in the program during the first week of each semester:



Enrollment by Location:

| Year | On Campus Poplar Bluff - Crisp or Porter Building | Off Campus ITV Sikeston, Malden, Dexter, Kennett | WEB |
|------|---|--|-----|
| 2017 | 33% | 23% | 44% |
| 2016 | 39% | 13% | 48% |
| 2015 | 35% | 34% | 31% |
| 2014 | 30% | 34% | 36% |
| 2013 | 62% | 20% | 18% |
| 2012 | 64% | 26% | 10% |
| 2011 | 61% | 18% | 21% |
| 2010 | 72% | 17% | 11% |

Enrollment Evaluation:

Enrollment within the Criminal Justice Program has closely followed the overall enrollment of the college, peaking in 2013. The decrease in summer enrollment is primarily due to a recent change in financial aid which has reduced the availability of funds for students. Also, recent changes in financial aid requiring only courses within their declared major to be allowed has reduced enrollment in the program. Due to the nature of course subject matter, many students in the past who had a different major would enrolled in a criminal justice course due to a personal interest or curiosity. The program has lost those added students.

Another negative impact on the program came in 2011 when the Missouri State Sheriff's Association was allowed to hold its law enforcement academy on campus. Students who completed the academy are awarded a one-year certificate in Criminal Justice. While the intended goal was to encourage more academy graduates to pursue the AAS degree, instead the academy has become competition to the degree program. Students are completing the academy instead of pursuing a degree. Officials with the academy discouraged students from pursuing a degree. Over the past few years, many students have reported that they intended to pursue an AAS degree at Three Rivers, but was advised not to by academy staff.

Changes have already been made to improve enrollment. WEB and ITV options have been added in recent years. Based on enrollment trends, there is an increasing demand for WEB based courses and ITV courses. Each semester, 3-4 courses are offered WEB and 4 courses are offered ITV, including an evening course. The program will continue to provide WEB and ITV options for students. In 2017, the college also terminated its association with the Missouri State Sheriff's Association Training Academy.

Progress & Completion:

The following data is from the Three Rivers College Fact Book and represents the number of graduates:

| | 2015 | 2014 | 2013 |
|--------------------------------|------|------|------|
| AS – Administration of Justice | 4 | 6 | 13 |
| AAS – Criminal Justice | 17 | 23 | 12 |
| Criminal Justice Certificate | 3 | 3 | 0 |

The biggest challenge to completion rates is the fact that most law enforcement agencies in the area do not require a college degree. Some agencies, such as the Missouri State Highway Patrol, require 60 credit hours completed. I have numerous students each year that leave the program upon completion of 60 credit hours without completing the associate's degree, often only lacking a couple of courses to graduate. Some agencies are now reducing the number of college credit hours required in order to increase the pool of potential applicants.

Student Learning Outcomes Assessment:

| Criminal Justice Program Student Learning Outcomes Upon completion of this program, student will be able to: | |
|---|--|
| 1 | Differentiate Constitutional amendments |
| 2 | Recognize the impact that significant Supreme Court rulings have on law enforcement |
| 3 | Identify a violation of Missouri law based on a description of an action |
| 4 | Identify legal terminology and procedures used within the criminal justice system |
| 5 | Distinguish philosophical eras, sociological theories, and significant historic events impacting law enforcement |

Program Learning Outcome Assessment:

All students are assessed during the ADJU-100 Introduction to Law Enforcement course over all five learning objectives. ADJU-100 is usually completed during the student's first semester. These results are used as a baseline to determine the average level of knowledge students have during the first semester of the program.

During the course of the program, students complete higher level courses which focus more specifically on each learning outcome. For example, learning outcome #3 “Identify a violation of Missouri law based on a description of an action” is covered in detail in ADJU-113 Criminal Law. Comparing the assessment results of outcome #3 from ADJU-100 to ADJU-113 provides an indicator as to any increase in knowledge the student may demonstrate as a result of completing the higher level course.

The 2015 results found a significant increase in average scores once the student had completed the higher level course that focused on the specific learning outcome. These findings are demonstrated as follows:

| Learning Outcome | ADJU-100 Average Score | Average Score after higher level course | % of Change |
|-------------------------|-----------------------------------|--|--------------------|
| SLO #1 | 80.8% | 93.4 % (ADJU-114) | + 12.6% |
| SLO #2 | 74.4% | 92.8% (ADJU-114) | + 18.4% |
| SLO #3 | 52.9% | 78.7% (ADJU-113) | + 25.8% |
| SLO #4 | 82.4% | 94.5% (ADJU-213) | + 12.1% |
| SLO #5 | 67.8% | 84.6% (ADJU-223) | + 16.8% |

The results of these assessments confirm that student knowledge of each learning outcome is significantly increased as a result of completing a course which addresses the particular learning outcome in detail. The largest difference concerned SLO #3, which concerning identifying Missouri law. This is the most difficult learning outcome for students entering the program. It is uncommon to have a first semester student possess a detailed knowledge of Missouri criminal law. Students have a difficult time memorizing the elements of hundreds of laws and identifying a violation of a specific law based on the description of an incident. I would expect this learning outcome to always be the most challenging.

Job Placement:

Once students graduate, it is difficult to track their job placement. We typically lose contact with graduates, especially those who move out of the area. Most students need to leave this area in order to find agencies that are hiring and have higher pay. For example, the average pay for a police officer in the United States is over \$53,000. Poplar Bluff and Cape Girardeau salaries are

less than \$40,000. The average pay for a probation and parole officer in the United States is approximately \$50,000, with Missouri Dept. of Corrections starting P&P officers at just over \$30,000.

I often rely on other students who personally know a graduate to inform me of their career placement. Within a few semesters, I will typically lose all possible contact with the former student and cannot verify employment status.

The field of criminal justice is always in high demand. All projections show that careers in law enforcement, corrections, case management, treatment, etc. will continue to grow.

Continuous Improvement Planning:

How will you address the opportunities for improvement that you identified in the above sections? Identify timelines for implementation, responsible party, and resource requirements.

| Action Plan Objective | Timeline | Responsible Party | Resources required |
|---|-----------------|------------------------------------|--|
| Creation of a one year certificate “Criminal Justice Technology Specialist” | 1 year | Shawn Westbrooks | None |
| Completion of required POST training and NRA firearms instructor hours | 1 year | Shawn Westbrooks | \$85.00 for VLETA online training \$800.00 for handgun training course/travel |
| Recruitment of students from homeschool groups | 1 year | Shawn Westbrooks and Kevin Wheeler | None |
| Update curriculum to reflect new changes to Missouri law | 1 year | Shawn Westbrooks | Use of State of Missouri’s online revised statute database for updated laws |

Section III

Analysis of the Program

Articulation (If applicable):

Students graduating from Three Rivers with an AS degree in Administration of Justice can transfer directly into a bachelor's degree program in Criminal Justice at Hannibal-LaGrange University, Central Methodist University, and Southeast Missouri State University.

Transfer Rates (If applicable):

The most common transfer from the Administration of Justice Program is to the Criminal Justice Program with Hannibal LaGrange University. Hannibal LaGrange University offers an 18-month evening program for a bachelor's degree in Criminal Justice. On average, 10 to 15 students per year transfer from this program to Hannibal LaGrange's program.

All other transfers to universities include a wide range of schools including Central Methodist University, Southeast Missouri State University, and other universities. On average not more than 2 students choose any one particular university other than Hannibal LaGrange.

Changes in Curriculum:

There have been no recent changes in curriculum other than those necessary to comply with Quality Matters for web courses. These changes are not content related, but rather format and assignment changes needed to meet QM standards.

In April 2017, the Curriculum Committee approved a new one year certificate "Criminal Justice Technology Specialist". Policing in the 21st Century requires greater use and knowledge of technology. We are currently in an era of Homeland Security and Intelligence-Led Policing. Criminal investigations and terrorism intelligence gathering require law enforcement to access computer and mobile device data. Cybercrimes and network security are a growing concern in today's criminal justice system. Many traditional crimes also now involve the use of technology. Crime mapping by use of Geographic Information System and drone surveillance are requiring agencies to hire personnel with greater technical skills.

This one-year certificate uses courses already offered at the college so as to prepare students for a career in criminal justice with an emphasis on technology. As the program grows, it is hoped that a degree program will eventually evolve from this certificate.

External Needs Assessment:

The Criminal Justice Advisory Committee meets annually to discuss any needs or concerns from members of law enforcement in the community. Changes have been made in previous years as a result of input from the committee. There are several courses within the program that did not exist 12 years ago that were created as a result of suggestions from the committee. CRJU-115 Ethics in Criminal Justice, ADJU-114 Constitutional Law, ADJU-147 Juvenile Procedures and CRJU-185 Basic Handgun I are examples. The minutes from the past two years of committee meetings are attached. The program will continue to respond to any request or needs from the committee or law enforcement agencies in our service area.

In 2016, the program established a relationship with the Missouri State Highway Patrol's annual youth academy. In July 2016, the MSHP Youth Academy was held on campus. I instructed a Constitutional Law course for the academy. In 2017, I will be teaching a Criminal Law and Constitutional Law course for the MSHP Youth Academy that will be held at Eagle High Christian Camp in Wayne County. This fosters a continuing relationship of cooperation between the MSHP and Three Rivers College as well as encouraging the recruits to pursue a degree in criminal justice.

Adequacy of Facilities, Equipment, and Technology:

The program is limited by the facility. The Crisp Building is in serious need of upgrades and there is a lack of space to conduct activities within a classroom. For example, the Laser Shot shooting simulator needs a designated room to conduct interactive training. In past semesters, a multi-use room has been utilized for the shooting simulator which is not adequate due to the amount of equipment from other programs also stored in the room. Programs in the Crisp Building work together to meet these challenges.

Until 2005, The Criminal Justice Program had a lab which allowed for more activities. That lab was eliminated due to major renovations to the Rutland Library Building where the program was

located at the time. Subsequent renovations and building projects have not included a criminal justice lab. The program continues to operate in the Crisp Building with several other career programs. It is hoped that funding will be found in the future to allow for a renovation or construction of a technology facility that meets the needs of all programs. Equipment sought for the program in the future will be dependent upon the facility available to the program at the time. A larger classroom, a criminal justice lab, storage closet, and a designated room for a shooting simulator would be most desirable.

Impact of Resources to Support Teaching and Learning:

The program is in need of an upgraded Laser Shot shooting simulator. The current simulator is out of date and no longer works correctly. The cost of an upgrade is approximately \$20,000. CRJU-185 Basic Handgun I is no longer being offered due to a lack of this equipment. It is hoped that enhancement grant funds will be available to purchase this needed equipment.

Evaluation of Resources to Support Teaching and Learning:

Enhancement grant money should be sought for career education which would allow for the purchase of the shooting simulator.

Professional Development:

In order to maintain my certification as an NRA firearms instructor, I attend annual firearms training. I also complete POST credit hours to maintain my certification as a police officer.

The cost of maintaining POST hours has been a challenge due to budget limitations. I have now discovered an online program where my POST credit hours can be completed for an annual fee of \$85, saving thousands of dollars in course fees and travel.

External Accreditation & Documentation:

No external accreditation required.

Section IV

External Review of the Program

ATTACHEMENTS:

THREE RIVERS COMMUNITY COLLEGE
CRIMINAL JUSTICE ADVISORY COMMITTEE

Minutes: March 16, 2016

The Criminal Justice Advisory Committee held their annual meeting on Wednesday, March 16, 2016, 12:30 pm in the Crisp Building of Three Rivers College.

Present: Shawn Westbrooks (TRC), Keith Woodruff (MSHP Ret.), Brandon Armstrong (DOC), Olga Van Gennip (DOC), Rick Adams (PBPD)

ATTENDANCE

Shawn Westbrooks, Criminal Justice/Administration of Justice Program Director welcomed the advisory committee members and thanked them for their continued support. Roundtable introductions were made.

WELCOME

Mr. Westbrooks distributed Law Enforcement Program enrollment handouts to those in attendance which included enrollment statistics, a schedule of courses for 2016, and a breakdown of course locations.

PROGRAM
REPORT

Mr. Westbrooks discussed trends of enrollment by location. In the past two years, students were divided fairly equally between the Poplar Bluff campus, the ITV Centers, and web-based courses. As of this year, there has been a significant reduction in the number of ITV students and an increase in the number of web-based students.

In 2015, 34% of students were at ITV locations in Sikeston, Dexter, Malden and Kennett. In 2016, that percentage has dropped to 13%, with the most significant reduction at Sikeston. Web-based enrollment has increased from 31% to 48% within the past year.

Mr. Westbrooks explained that web-based courses are being updated to meet Quality Standards criteria as part of a course redesign process. The members were advised that modifications to the verbiage used to describe course objectives are being made to better align with program outcomes.

Mr. Westbrooks discussed a recent meeting between himself and representatives of the U.S. Forest Service in reference to a proposed agreement between Three Rivers College and the Mingo Jobs Corps to provide security at their facility in Stoddard County. Mingo Job Corps is a residential job training program through the Dept. of Labor and Dept. of Agriculture (Forestry Service) Over 200 students are housed at the facility

MINGO JOB
CORPS
INTERNSHIP
PROPOSAL

A more formal system of security is being developed for the facility which includes gate security, search of property, metal detector operation and patrol of the grounds

It is proposed that Three Rivers Criminal Justice students complete their 200 hour internship at Mingo by providing security services

Students would obtain hands-on experience in security procedures
CRJU-297 Internship in Criminal Justice would need to be offered every semester so as to provide a steady supply of students

All committee members expressed interest in this proposal, but also concern about liability issues. Officer Adams and Mr. Woodruff were particularly concerned who would be liable for any injuries which may occur while performing security. They also were concerned about legal authority and lack of immediate supervision while on duty. All committee members advised that Mr. Westbrooks should tour the facility, obtain more information and consult with legal representatives prior to moving forward with the proposal.

Mr. Armstrong and Ms. Van Gennip discussed the growing issue of mental health problems with DOC offenders. They stressed the need to address the issue of dealing with the mentally ill during courses. Mr. Woodruff works as a counselor with the Fellowship of Acceptance Program in Poplar Bluff and noted a significant increase in enrollment. Officer Adams advised that the police department is dealing with mental health calls at an ever increasing rate.

COMMENTS/
SUGGESTIONS

Mr. Westbrooks and Officer Adams discussed the issue of Missouri changing its criminal statutes at the end of the year. It was pointed out that over 900 changes will be made to Missouri laws. Mr. Westbrooks discussed how this would impact the program. Mr. Westbrooks estimated it would require well over 100 hours of time to update all materials within the program. This does not include the amount of time it will take to learn the new laws. Mr. Adams and Mr. Westbrooks also expressed concern that they were unaware of any training available to update officers of the details of the new laws. All agreed these changes will result in major problems next year for agencies as well as the Criminal Justice Program.

The committee members wished to thank Janice Westbrooks for catering the meal.

Being there was no further business the meeting was adjourned at 2:00 p.m.

ADJOURNMENT

THREE RIVERS COMMUNITY COLLEGE
CRIMINAL JUSTICE ADVISORY COMMITTEE

Minutes: February 13, 2017

The Criminal Justice Advisory Committee held their annual meeting on Monday, February 13, 2017, 12:15 pm in the Bess Center Conference Room of Three Rivers College.

Present: Shawn Westbrooks (TRC), DeAndre Prater (TRC), Jack Armor (TRC), SRO ATTENDANCE
Jeff Hovis (PBPD), Capt. David Sutton (PBPD), Brandon Armstrong (DOC)

Shawn Westbrooks, Criminal Justice/Administration of Justice Program Director WELCOME
welcomed the advisory committee members and thanked them for their continued support. Roundtable introductions were made.

Mr. Westbrooks distributed Law Enforcement Program handouts to those in PROGRAM
attendance which included enrollment statistics and a list of current course offerings. REPORT

Mr. Westbrooks discussed trends of enrollment by location. In the past four years, there has been a significant increase in WEB course enrollment. As of Spring 2017, 33% of students are on Poplar Bluff campus, 23% at Centers (Sikeston, Dexter, Malden, Kennett), and 44% are WEB students. A discussion of the importance of WEB based courses for working students followed.

Mr. Westbrooks proposed the following purpose statements:
The purpose of the Criminal Justice Program at Three Rivers College is to provide students with the knowledge and skills necessary for a career in criminal justice upon completion of the Associate of Applied Science degree. This program includes career specific courses designed to prepare students for various career paths including law enforcement, corrections, investigations, treatment, and homeland security.

The purpose of the Administration of Justice Program at Three Rivers College is to provide students with the required courses and knowledge necessary to transfer to a university program upon completion of the Associate of Science degree. This program includes 42 credit hours of general education in compliance with statewide transferability. The program also includes 18 credit hours of courses designed to transfer into a university level criminal justice or corrections program.

All in attendance agreed with the content of the purpose statements.

Mr. Westbrooks proposed the addition of a one year certificate "Criminal Justice Technology Specialist" (see attachment) Mr. Westbrooks described how the certificate would be initially designed around currently offered ADJU, CRJU, MLT, and GIS courses. Mr. Westbrooks introduced Mr. Prater.

Mr. Prater explained how GIS courses would be useful in law enforcement and how specific courses could be designed for criminal justice students. Mr. Prater provided handouts demonstrating GIS crime mapping.

Capt. Sutton and Officer Hovis both expressed an interest in the proposed certificate and discussed the growing need for technology training in law enforcement. Capt. Sutton stressed that most all crimes now involve some level of technology such as cell phone data (text messages, photos, GPS coordinates, etc.)

PROPOSED
ADDITION OF
ONE YEAR
CERTIFICATE

Mr. Westbrooks advised that if there is significant interest in the one year certificate, then he would examine expanding to an AAS degree option as well as creating additional courses in cybercrimes and drone surveillance.

All in attendance agreed that cyber-related crimes and technology must be addressed more specifically in order for the program to remain current with employer needs.

Capt. Sutton urged the need for report writing skills for officers. Capt. Sutton described how new officers, even college graduates, lack proper grammar and are not familiar with basic report writing formats (narratives, affidavits, accident reports, etc.) Mr. Armor advised that he is receiving similar complaints from fire departments and the state fire marshal's office concerning reports filed by firefighters. Mr. Armor advised that any report writing course should also be included as an elective in the Fire Science Program. Mr. Westbrooks discussed the idea of a report writing course had been examined in the past. He advised that other college criminal justice programs include such a course and he would seriously consider offering the course in the future.

COMMENTS/
SUGGESTIONS

Being there was no further business the meeting was adjourned at 1:30 p.m.

ADJOURNMENT

Three Rivers College

THE COMMUNITY COLLEGE OF SOUTHEAST MISSOURI

Program Review

| | | |
|--------------------------------|--|------------------------------------|
| <u>Program Title:</u> | Fire Science AAS and One-Year Certificate | |
| <u>Dates of Review:</u> | Fall 2017 | |
| <u>Faculty Contact:</u> | Jack Armor | |
| <u>Email:</u> | jarmor@trcc.edu | |
| <u>Phone:</u> | (573)-840-9656 | <u>VoIP Extension:</u> 2113 |

Executive Summary:

The largest strength or asset of the program lies in the fact that we are the only for credit fire training program in the region. Noting that all of our instructors are or have been in the fire service and are certified “Fire Service Instructors” with the state of Missouri. Each instructor having been or currently in the fire service takes a vested interest in the success of every student and allows them to relate course material to the work environment. The program started in 2011 and has grown in the area of training props and hands on equipment. Curriculum has been up-dated to the National Fire Academy’s “Fire and Emergency Services Higher Education” model and is evaluated and updated each year to insure students receive the most current information possible. Local Emergency Service personnel in the Three Rivers College service area participate in the advisory committee and provide valuable input to the program (advisory committee notes attached, see appendix).

Challenges would include needed up-dates to the training facilities and training props. While we have made significant progress there remains much to do. Along with facility upgrades the hands on training area is not of sufficient size nor do we have a sufficient live fire burn area (structure, flammable liquids etc.). Another challenge is to increase the number of completers in the program.

Developing and implementing stackable continuing education and online classes that can be used in the degree program would help increase the number of students who complete the program in either the AAS or the one year certificate.

Section I

Program Overview

College Mission Statement:

Program Purpose Statement:

Three Rivers College inspires, prepares, and empowers students to succeed through open access to high-quality learning opportunities that meet the needs of the communities we serve.

Career and Technical Education: The Fire Science program focuses on providing learning opportunities that introduce, develop and reinforce academic and occupational knowledge, skills and attitudes required for job acquisition, retention and advancement. This degree option prepares students for entry-level employment and a foundation for future advancement in the firefighting, fire inspection, fire instructor and fire investigation fields.

Catalog Description:

Place an "X" in the box if this section is identical to the Program Purpose Statement.

| |
|---|
| X |
|---|

Pre-requisites:

Pre-requisite: READ 02 or Reading placement of ENGL 111

1. *Do the prerequisites continue to be needed?*

The prerequisites are needed to assure the students possess the required reading skills to comprehend the materials covered in the curriculum.

a. *Do they need to be changed?* Not at this time.

b. *Have changes occurred?* n/a

2. *Are they imposed by an external agency of some kind, or are they self-imposed?* Self imposed.

3. *If the second, what data demonstrates or supports the viability of the prerequisites?* Before adding the reading requirement students had difficulty grasping the material and struggled to pass the "State Certification Exam."

Program Costs:

There is a \$200 course fee attached to FIRE 115 and a \$25 fee attached to FIRE 118. These fees cover costs of expendable materials and student attire that students keep due to sanitary reasons.

Section II

Current State of the Program

Enrollment Trends:

Chart below indicates enrollment data:

| Program | Fall 2010 | Fall 2011 | % of Change | Fall 2012 | %of Change | Fall 2013 | % of Change | Fall 2014 | %of Change | Fall 2015 | %of Change |
|---------------------------------------|-----------|-----------|-------------|-----------|------------|-----------|-------------|-----------|------------|-----------|------------|
| Fire Science AAS | 12 | 14 | 16.6% | 24 | 71.42% | 14 | -41.6% | 22 | 57.14% | 19 | -13.6 |
| Fire Science (One Year) Certificate | 2 | 4 | 100% | 4 | 0% | 3 | -25% | 2 | -33.3% | 3 | 50% |
| Fire Science (Short Term) Certificate | n/a | n/a | n/a | 2 | n/a | 1 | -50% | n/a | n/a | 1 | 100% |

* All data collected from TRC Fact Book

Currently the Fire Science program is only offered at the Poplar Bluff campus. In 2016 we dropped the short term certificate and changed the 1-year certificate. Students may now select between EMDS-105 (9) hours or (9) hours of Fire Science course electives. Credit for Prior Learning may be awarded to Three Rivers College students who have completed training by the Missouri Division of Fire Safety training courses in which the student has passed the state certification exam and can produce a state certificate (Gold seal, numbered and International Fire Service Accreditation Council certified) is transcribed as college credit.

Three Rivers College may be transcribed as the courses based on the ability to link them directly to the program.

Following is a table of direct linked courses:

| State Certification | | College Course |
|---|----------------|--|
| Firefighter I & II | Transcribes as | FIRE-115 Firefighter I & II |
| Hazardous Materials (Awareness & Operations) | Transcribes as | FIRE-118 Hazardous Materials (Awareness & Operations) |
| Fire Service Instructor | Transcribes as | FIRE-216 Fire Instructor |
| Fire Officer I | Transcribes as | FIRE-255 Leadership in the Fire Service |
| Fire Investigator | Transcribes as | An Elective |
| Fire Inspector | Transcribes as | An Elective |

Several students have transcribed State Certifications for college credit. Currently there is not enough data to assess the significance of the change. The five year goal for the program would be to maintain at least 20 students per year in the AAS and 15 to 20 in the 1-year certificate with at least a 50% graduation rate in both.

Enrollment Evaluation:

- The plan for enrollment is to complete curriculum changes to meet the “Fire and Emergency Services Higher Education” (FESHE) initiative which will allow students to move into a Fire Science bachelor’s degree in a seamless fashion.
- Instituting FIRE-115 (Firefighter I & II) on-line with practical skills testing held here during a two week session during the summer.
- Plan and implement a Firefighter weekend here at TRC and invite students & public from around the 15 county area to participate.
- Coordinate with high schools to better promote the program.
- If our skills training area increases we will offer weekend fire classes that will give exposure to the program.

Progress & Completion:

1. What is the benchmark for program completion? Please explain the rationale for this benchmark.

The benchmark for completion ideally would be 10.

Currently the program director has made significant changes in the program that will allow students to move to four year universities in a seamless fashion. The National Fire Academy's "Fire and Emergency Services Higher Education" (FESHE) curriculum has been adopted. The fire adjunct faculty, coordinator and the advisory are currently addressing program outcomes that will better fit with FESHE curriculum.

- In 2018 TRC will apply to the National Fire Academy for FESHE recognition this with the following changes will help with increasing enrollment, retention and completion.
- Hired professional adjunct faculty who currently are on the Missouri State Fire Marshalls approved list.
- Build relationships with the students to help ensure they complete the program.
- Move to an academy style program.

Following are the completion rates compared from spring graduations:

| Program | Spring 2012 (Fall 2010 cohort) | Spring 2013 (Fall 2011 cohort) | % of change | Spring 2014 (Fall 2012 cohort) | % of change | Spring 2015 (fall 2013 cohort) | % of change |
|-------------------------------------|---------------------------------------|---------------------------------------|--------------------|---------------------------------------|--------------------|---------------------------------------|--------------------|
| Fire Science AAS | 4 | 4 | 0% | 1 | -75% | 2 | 100% |
| Fire Science 1-Year certificate | 5 | 3 | -40% | 2 | -33% | 2 | 0% |
| Fire Science short term certificate | 6 | 1 | -83% | 2 | 100% | 2 | 0% |

* All data collected from the TRC Fact Book

Completion rates compared from first semester enrollment to last semester graduation:

| Program | Fall 2012 | Spring 2014 | % of change | Fall 2013 | Spring 2015 | |
|-------------------------------------|------------------|--------------------|--------------------|------------------|--------------------|------|
| Fire Science AAS | 24 | 1 | -95% | 14 | 2 | -85% |
| Fire Science 1-year certificate | 4 | 2 | -50% | 3 | 2 | -33% |
| Fire Science short term certificate | 2 | 2 | 0% | 1 | 2 | 100% |

2. Are there identifiable points where attrition increases?

Yes, students typically work well to achieve their Firefighter I & II (FIRE-115) and their Hazardous Materials Awareness and Operations (FIRE-118) to test for their Missouri State Certification. However once they achieve the State certifications for the classes noted above and their State License for EMT-B (EMDS-105) they enter the workforce. After this, dedication to academic programs dwindle (in most cases).

3. Explain any significant findings in different *modalities*, *locations*, and *settings*.

Because of the nature of the FIRE classes, and given that most students who enroll are already employed, night classes work the best.

4. Evaluation: Based on these trends, what do you feel are significant factors or barriers influencing student success in your courses and program? What changes (e.g. in curriculum, *pedagogy*, scheduling, modality) could be implemented to improve these trends?

As the above chart shows student completion rates are low.

- One significant factor influencing completion rates is the lack of mandatory Missouri State qualifications for firefighters. Most local jurisdictions in the TRC area have voluntarily imposed their own standards but not to the level of seeking a degreed person for their hires.
- The EMDS-105 (EMT-B) class was causing concern from students that were seeking employment with departments who currently do not provide emergency health services.

Changes that have occurred:

- The EMDS-105 (EMT-B) class has been removed as a core from the one year certificate and put into an elective status. Students may now take the EMDS-105 or take nine (9) hours of elective fire classes to complete the certificate.
- Advisory committee has been organized to include local fire Chiefs allowing us to lobby for more stringent hiring prerequisites.
- Currently the TRC Fire Science program is working with the Missouri Division of Fire Safety and MCCA to lobby the Missouri legislature to pass mandatory requirements for firefighters.

Student Learning Outcomes Assessment:

1. *Are all program-specific course-level student learning objectives being systematically and regularly assessed? Describe your assessment plan.*

Yes all student learning objectives are assessed. The following grid provides how course-level outcomes are assessed:

| Class | Assessment Method | Class | Assessment Method | Class | Assessment Method | Class | Assessment Method |
|--|--|--|---|---|--|--|---|
| Firefighter I & II FIRE-115 | Practical skills testing quizzes, written exam | Fire Behavior and combustion FIRE-119 (FESHE) | Practical skills testing quizzes, written exam | Building Construction for Fire Protection FIRE-217 (FESHE) | Field trip for correct structure identification , quizzes, written examination | Principals of Emergency Services Safety and Survival (FESHE) | Written examination student project |
| Hazardous Materials Awareness and Operations FIRE-118 | Practical skills testing quizzes, written exam | Principals of Emergency Services FIRE-126 (FESHE) | Written examination student project | Fire Prevention FIRE-135 (FESHE) | Written examination, class project | Fire Protection Systems FIRE-235 (FESHE) | Field trip for correct identification of fire protection system assemblies, student essay, written exam |
| Fire Instructor FIRE-216 | Tests: Quizzes: Written Assignments: Portfolio: Discussion Groups: | Tactics & Strategies FIRE-215 | Tests: Quizzes: Written Assignments: Discussion Groups | Leadership in the Fire Service FIRE-255 | Tests: Quizzes: Written Assignments: Discussion Groups | Search and Rescue (Land, water, and Structural collapse) FIRE-239 | Practical skills testing quizzes, written exam |
| Fire Codes and Inspection FIRE-245 | Tests: Quizzes: Written Assignments: Discussion Groups | Hydraulics and Water FIRE-225 | Practical skills testing quizzes, written exam | | | | |

2. *Do the course offerings provide a clear path to achieving the program learning outcomes? Are the courses sequenced in the most effective manner? **Yes***

3. *Does each class have a specific role to play in helping students achieve the program learning outcomes? **Yes***

*a. Is unnecessary duplication of knowledge and/or skills avoided? **Yes***

4. *What improvements in your courses have been implemented through student learning outcome assessment?*

Data collection began in 2015 and continues and once trends and other information are quantified, changes if any are needed will occur.

a. How has student learning been improved through implemented changes?

Currently the only changes that have taken place have been to move the curriculum to the Fire and Emergency Services Higher Education (FESHE) AAS core curriculum. Since this is a recent change sufficient data has not yet been collected.

Program Learning Outcome Assessment:

1. Describe your program-level outcomes assessment plan.

Program Learning Outcomes for Fire Science are:

| |
|--|
| Outcome 1: Demonstrate proficiency in firefighting skills as listed in the Nation Fire Protection Association’s (NFPA) Standard 1001. |
| Course Used: FIRE:115 Firefighter I & II |
| Student Artifact: Written examination and the State of Missouri’s practical skills book. |
| Outcome 2: Demonstrate knowledge necessary to respond to a given hazardous materials incident. |
| Course Used: FIRE-118 Hazardous materials Awareness and Operations. |
| Student Artifact: Essay over simulated incident response for both Awareness and Operations. |
| Outcome 3: Demonstrate the ability to operate around fire apparatus safely and efficiently on the fire ground. |
| Course Used: FIRE-226 Principles of Emergency Services Safety and Survival (FESHE) |
| Student Artifact: Practical skills exercise simulating fire ground environment. |
| Outcome 4: Apply knowledge of basic field strategies and tactics to a given situation. |
| Course Used: FIRE:119 Fire Behavior and Combustion. (FESHE) |
| Student Artifact: Case study review of large loss fire. |
| Outcome 5: Use company managerial concepts and principals that lead to effective supervision and leadership. |
| Course Used: FIRE-126 Principles of Emergency Services. (FESHE) |
| Student Artifact: Essay over simulated incident response, oral report using multimedia in front of class, diagram of incident. |
| Outcome 6: Explain laws, ordinances and practices related to fire prevention, protection, suppression, mitigation, and alarm systems. |
| Course Used: FIRE-235 Fire Protection Systems |
| Student Artifact: Case study review of large loss fire. |

2. *What improvements have been implemented as a result of PLO assessment?*

Program learning outcomes for the National Fire Academy's "Fire and Emergency Services Higher Education" (FESHE) classes are being re-written. After the first round of "FESHE" classes being delivered instructors felt the outcomes needed to be revised to more accurately reflect the course being taught. Once the outcomes are re-written and sufficient data has been collected and quantified we will use the information to make changes if necessary.

3. *Is the program arranged so that a full-time students can complete the program in two years or less regardless of modality, location, or setting? If not, what changes could be implemented to facilitate this goal?*

Yes, the program is set up so students can complete the program in two years provided no remediation is required.

4. *What specific needs does the program fill at the institution that are not filled by similar programs?*

Fire Science is the only program of its kind in the TRC service area. The program coordinator is looking at ways to build stackable class offerings that could be offered on weekends and lead to a short term certificate.

Job Placement:

1. *What is the program's job placement rate in the appropriate field of study?*

We do not have this information. We will start collecting this data in 2017.

2. *Does the labor market indicate sufficient need for the program? What are future trends, opportunities, and challenges?*

Yes, at this time there is a sufficient need for the program. We will monitor the need but there is a fear that we will saturate the immediate market in the Poplar Bluff and Butler County area. Most students will relocate for employment purposes. The program coordinator is looking at expanding program offerings in Sikeston and Kennett FESHE courses only.

3. *Are graduates sufficiently prepared to enter the workforce based on the feedback from employers and advisory board?*

Yes, however we are constantly working with area departments to assess and provide the skills and training they require.

4. *What activities does your program participate in to assist students with job placement?*

Mock interviews, employment prep workshops, and email communications with advisory members.

Continuous Improvement Planning:

| Action Plan Objective | Timeline | Responsible Party | Resources required |
|--|-------------------------|--------------------------------|--|
| Train adjuncts | Ongoing | Program Coordinator | State certification updates, evaluator updates, certificates |
| Recruiting events | Every summer (planning) | Program coordinator | Adjunct participation, training props. |
| Curriculum improvement | Ongoing | Program coordinator & adjuncts | |
| Data collection for enrollment, retention, completion, and placement | Fall/Spring | Program Coordinator | |

Section III

Analysis of the Program

Articulation (If applicable):

Three Rivers College may also transcribe the EMDS-105 (in our Fire AAS program) for those students who can show past board certification (they need not be current).

Transfer Rates (If applicable): Not Applicable

Changes in Curriculum:

Fall 2015

- AAS curriculum was changed to reflect the National Fire Academy’s “Fire and Emergency Services Higher Education” core curriculum model.
- Below is a grid that reflects those changes:

| Course Name: Core Classes | Course Changes |
|---|--|
| FIRE-115 Firefighter I & II (STATE) | No change to this course |
| FIRE-119 Fire Behavior and Combustion (FESHE) | This class was new Fall 2016 |
| FIRE-217 Building Construction for firefighters | FIRE-217 Building Construction for Fire Protection (FESHE) |
| FIRE-226 Principles of Emergency Services Safety and Survival (FESHE) | This class was new Fall 2016 |
| FIRE-118 Hazardous Materials Awareness and Operations (STATE) | No change to this course |
| FIRE-126 Principles of Emergency Services (FESHE) | This class was new spring 2017 |
| FIRE-135 Fire Prevention | FIRE-135 Fire Prevention (FESHE) |
| FIRE-235 Fire Detection and Suppression | FIRE-235 Fire Protection Systems (FESHE) |

| | |
|---|----------------------------------|
| FIRE-215 Tactics and Strategies | Moved from old core to electives |
| FIRE-255 Leadership in the fire Service | Moved from old core to electives |
| FIRE-239 Search and Rescue | Moved from old core to electives |
| FIRE 245 Fire Codes and Inspection | Moved from old core to electives |
| FIRE-225 Hydraulics and Water | Moved from old core to electives |

Fall 2016 the Short term certificate was dropped from the program and the following changes were made to the one year certificate.

Old “Short Term” certificate curriculum grid

| | | | Hours |
|-------|-----|--|----------|
| FIRE | 115 | Firefighter I & II | 12 Hours |
| FIRE | 118 | Hazardous materials awareness and Operations | 3 Hours |
| EMDS | 105 | Emergency Medical Services I | 8 Hours |
| Total | | | 23 Hours |

Noting above the “Short-term certificate was originally 23 hours. With the changes in the EMDS-105 program (8 to 9 hours) this moved the short term to 24 hours. This allowed the short term to be financially eligible. Also noting that FIRE-115 (Firefighter I & II) and FIRE-118 (Hazardous Materials Awareness and Operations) are not offered in the same semester it was decided to change the designation “short-term” to one year and drop the original “Short term certificate.”

The new “One year certificate is as follows:

Curriculum

| | | | Hours |
|-------|-----|--|----------|
| FIRE | 115 | Firefighter I & II | 12 Hours |
| FIRE | 118 | Hazardous materials awareness and Operations | 3 Hours |
| | | Career Education Electives | 9 Hours |
| Total | | | 24 Hours |

The following career recommended electives were then added:

Recommended elective(s)

| | | | Hours |
|------|-----|--|-------|
| FIRE | 119 | Fire Behavior and combustion (FESHE) | 3 |
| FIRE | 217 | Building Construction for Fire Protection (FESHE) | 3 |
| FIRE | 226 | Principles of Emergency Safety and Survival (FESHE) | 3 |
| FIRE | 235 | Fire Protection Systems (FESHE) | 3 |
| FIRE | 135 | Fire Prevention (FESHE) | 3 |
| FIRE | 126 | Principles of Emergency Services (FESHE) | 3 |
| FIRE | 215 | Tactics & Strategies | 3 |
| FIRE | 216 | Fire Instructor | 3 |
| FIRE | 225 | Hydraulics and Water | 3 |
| FIRE | 239 | Search and Rescue (land, water, and structural collapse) | 3 |
| FIRE | 245 | Fire Codes and Inspection | 3 |
| FIRE | 255 | Leadership in the Fire Service | 3 |
| FRST | 255 | Wildlife Fire Management | 3 |
| ADJU | 113 | Criminal Law | 3 |
| ADJU | 233 | Criminal Law | 3 |
| ADJU | 128 | Forensic Science and Criminalistics | 3 |
| EMDS | 105 | Emergency Medical Services I | |

The above “One Year Certificate” was modified to provide greater opportunities for students. Students now have a choice with regards to the “Emergency Medical Services I class”. The “Administration of Justice” classes were added for those students who wish to enter the field of arson investigation. The “Forestry” class was added to give the structural firefighters access to wild land firefighting.

All of the changes to the AAS and one year certificate were implemented to comply with the National Fire Academy’s “Fire and Emergency Services Higher Education” initiative. Once the program outcomes are revised we will be seeking “Fire and Emergency Services Higher Education” (FESHE) recognition for the AAS program. This will allow seamless transition to any four college that is FESHE recognized.

Other changes that have occurred:

- The EMDS-105 (EMT-B) class has been removed as a core from the one year certificate and put into an elective status. Students may now take the EMDS-105 or take nine (9) hours of elective fire classes to complete the certificate.
- Advisory committee has been organized to include local fire Chiefs allowing us to lobby for more stringent hiring prerequisites.
- Currently the TRC Fire Science program is working with the Missouri Division of Fire Safety and MCCA to lobby the Missouri legislature to pass mandatory requirements for firefighters.

External Needs Assessment:

1. Does the advisory committee meet regularly?

Yes the advisory committee meets once a year, but communication via email happens as well.

2. How do the external factors impact the curriculum?

We have adopted the National Fire Academy’s (NFA) “Fire and Emergency Services Higher Education” (FESHE) core curriculum. Each time the NFA updates their curriculum, we will update ours. Because several of our class offerings are Missouri State Certification qualified, and since the state curriculum is based on the latest “National Fire Protection’s” (NFPA) standards, each time they update we are required to do so as well. An example would be the FIRE-115 (Firefighter I & II) class. This class is based on the NFPA standard 1001-2013 edition. NFPA re-evaluates and

updates their standards every five years so the curriculum for FIRE-115 will be updated sometime in 2018. When this happens we will update as well to meet the current standard.

3. *How does your Advisory Board adequately represent the community and workforce needs?*

The advisory committee is comprised of fire service and emergency response personnel from the TRC area. We also evaluate the member list every year to include the finest in the field of emergency response firefighting, hazardous materials and administration.

Adequacy of Facilities, Equipment, and Technology:

1. *Are facilities safe and sufficient to support and assure the integrity and quality of the program? Is access assured for all facilities?*

Sadly no, the facilities are quite inadequate. While we are working to manage with the classroom space provided, more space both indoors and outdoors would greatly benefit this program. Equipment such as turnout gear, self-contained breathing apparatus, and tools) along with prop materials would be stored more properly if space was provided. The current environment for this gear could jeopardize the lifespan of the materials.

The current terrain and outdoor training area is not conducive to live fire evolutions and trainings. Students spend hundreds of hours practicing for their practical skills testing in the parking lot behind the Crisp Technology Center (nowhere else to go).

Large program equipment, such as the fire apparatus (truck) is currently housed outside in the weather and during winter is put inside the bay area of the Crisp Technology Center thereby causing considerable problems for the classes meeting there. Other trucks have been damaged in the past and thus we are risking the integrity of the equipment by not providing proper storage. One donated fire apparatus (truck) had the pump frozen and break during the winter. The practical skills testing is mandatory by the Division of Fire Safety and most times we have to look for offsite places to conduct skills training.

2. *Is equipment adequate?*

No, however the program coordinator has acquired donated equipment that has helped fill the gap. The equipment needs for Firefighter I & II alone are quite extensive. We have added a breathing air compressor, several donated self-contained breathing apparatus and a whole host of tools. We have added a new diesel pumper and have two more that have been donated.

3. *Is it sufficiently modernized?*

Due to the nature of the ever-changing NFPA standards for fire equipment we are probably as up to date as we can be with current funding.

4. *What recommended program improvements could be made through upgrades to facilities, equipment and/or technology?*

Gaining a proper training area where training props could be set up a training tower built, and a live fire simulator would improve the students experience and learning exponentially. The training area could also be used for weekend classes. The training coordinator has been working with one of our training partners LETS (Local Emergency Training Specialists) on acquiring the needed props. The training coordinator has also been working with Three Rivers College president Dr. Wesley Payne on property to be used for outside evolutions.

5. *Is all facilities, equipment, and technologies in compliance with regulatory agencies and standards?*

Yes

Impact of Resources to Support Teaching and Learning:

1. *Does the institution provide adequate resources to support teaching and learning in the program?*

- a. *Faculty and Staff*

Yes. Adjunct instructors are hired by the program coordinator that are qualified through the Division of Fire Safety. All other staff duties are provided for by the program director. Each adjunct instructor completes recertification with the Division of Fire safety every three years.

- b. *Disposable resources:* would include plywood, blocks, straw, propane and salvage vehicles all of which are used in the live evolutions in the firefighter I & II classes.

These items are included in the budget every year.

2. *Are there any areas within the program that could reduce expenses for students?*

Not at this time.

3. *For CTE programs, is the cost of the program proportionate to the eventual prevailing wages?*

The program coordinator is gathering salary information in spring 2017. Wages are low for the southeast Missouri area; however, students would make considerably more money working in metropolitan areas.

4. *Does the program have an [obsolescence plan](#) for large equipment purchases?*

No, the program does not have a formalized obsolescence plan. We have started a complete inventory of equipment that will become obsolete in the near future and will have a finalized plan as time allows us to complete it.

Evaluation of Resources to Support Teaching and Learning:

What recommendations for resources that impact teaching and learning could be made based on the information above?

Classroom space has been adequate (again, however they are in need of considerable upgrade) we need additional space to house equipment and to provide an area for practical skills and live fire evolutions.

Professional Development:

Identify any professional development activities completed by instructors teaching within the program.

1. *Identify any CEU or professional development requirements in order to maintain certification/licensure.*

Below are the Division of Fire Safety instructor re-certification qualifications:

All Fire Service Instructor Certification levels shall expire three years from the certification date or from date of recertification.

Notification of approaching expiration will be sent to the individual's home address prior to the recertification date. The individual is responsible for supplying the Division with a current home address.

The instructor will be required to complete the following criteria in order to renew certification:

A. *Complete and submit the Recertification Application*

B. Summary of how your duties over the past three (3) years reflect your current certification level.

*C. Verification of 24 hours additional training related to instructional areas. For every hour of verifiable instruction of a certificated course in either a college, fire academy, or National Fire Academy course, or documented in-service training, you will receive one hour of credit, not to exceed 12 hours of credit. A **minimum of 12 hours of training must come from instructional development courses or seminars attended.** All adjuncts and instructors are current with these criteria.*

External Accreditation & Documentation:

Fire and Emergency Services Higher Education recognition program

The Fire and Emergency Services Higher Education (FESHE) Recognition certificate is an acknowledgement that a collegiate emergency services degree program meets the minimum standards of excellence established by FESHE professional development committees and the National Fire Academy (NFA).

We will apply for FESHE recognition once the new program outcomes are approved by the advisory board and the Three Rivers Curriculum committee. This is simply a recognition not an accreditation.

Section IV

External Review of the Program

Advisory committee meeting 10/04/17 Tinnin Lobby:

In Attendance:

- Bob Caswell
- Chief Ralph Stucker
- Chief Bob Fredwell
- David Withrow
- Jackson Bostic
- Chuck Stratton

Agenda item 1 Program Outcomes:

First item was the program outcome changes to be submitted to curriculum committee. We discussed the notion that the outcomes were more class oriented than program (Michelle Lane's observation as well) and that the outcomes needed to be broader to reflect the overall program. Mr. Jackson Bostic (DNR) agreed with Michelle Lane's assessment and so the committee decided the outcomes should be revised again before going to curriculum. All in attendance agreed.

Agenda item 2 Book Change for FIRE-226:

The committee agreed that the book change for FIRE-226 from the first edition (no longer in print) to the second edition was appropriate.

Agenda Item 3 Program Review:

Items discussed were **Enrollment Evaluations, Attrition, Improvements and Specific needs, Adequacy of Facilities, Equipment and Technology.**

Enrollment Evaluations:

The committee recognized the need to attain the **Fire and Emergency Services Higher Education** recognition and agreed that once the program outcomes are finalized we will pursue this recognition.

The committee agreed that we should explore the idea of doing a blended **FIRE-115 Firefighter I and II**. Doing the lecture portions online and practical skills instruction on campus. There was some disagreement as to doing just weekends or bringing everyone onto campus for an extended stay and an intense skills instruction for a couple of weeks. Mr. Jackson Bostic (DNR) observed that Governor Eric Greitens has pushed all state agencies toward more online training and that seems to be the direction things are headed. The committee agreed the program coordinator should explore the idea of moving toward a blended course if possible. The idea for a virtual FIRE-115 class was also discussed, where Instructors would lecture and demonstrate skills via the internet.

The idea was discussed to do a “Firefighter” day here at the college for middle and high school kids to promote the program which might boost enrollment. The idea was also discussed for a first responder club here on the campus and attending the high school career days at the various high schools in our service area. The program coordinator will get further details and report back to the committee.

Attrition:

The attrition rate was discussed by the committee and the fact that most students who complete the FIRE-115 (Firefighter I & II) and the FIRE-118 (Hazardous Materials Awareness and Operations) leave the program because they get jobs. The committee discussed how most individual departments are implementing hiring practices that require some form of higher education and that it is just a matter of time before an AAS will be the minimum that will be accepted. For the Three Rivers service area the standards have been raised to Firefighter I & II and Hazardous materials for most hires.

Improvements and Specific needs of the Area:

The committee discussed specific needs of the program with regard to the PLO assessments, it was determined that acquiring the Fire and Emergency Services Higher Education designation was an appropriate step for improvement. Another improvement discussed was the idea of stackable classes or courses that could be used for the degree program. The committee agreed that the program director would look at this area with Dr. Lauder and others.

Adequacy of Facilities, Equipment and Technology:

The committee discussed the facilities and equipment, the opinion of the committee was there needs to be an emphasis on a larger training area. The work that has been done and the addition of the new training props has improved the program immensely however the committee recognized that we have grown as much as we can in the current area and the need for a 40’ storage container to be added. This ended the program review portion of the meeting, the committee accepted the review as written, except for corrections or clarifications.

Student Learning Outcome Report:

The committee discussed the program outcome report and again agreed that the new outcomes should be tweaked to better reflect the program and not class outcomes. The committee also agreed again that the Fire and Emergency Services Higher education recognition will be advantageous to the program. The report was accepted by the committee. One final note: committee member Jackson Bostic ask that in the future when a graph or chart with the SLO report that the program coordinator include what the intended results are.

Discussion of the Division of Fire Safety Contract and MERC Contract:

The committee briefly discussed the contracts we have with the division of Fire Safety and Missouri Emergency Response Commission.

Equipment & Training Props:

The committee viewed photographs of the new props were provided and adjunct Dave Withrow was complemented for his work on the props and the fire area. The need for more room and another 40' container were again mentioned by the committee.

Open Discussion:

The committee agreed that the Fire Training Coordinator was doing a good job and that the program was headed in the right direction. The committee unanimously agreed that the program is filling a need in southeast Missouri. The Regional Fire School to be held here at TRC was discussed.

No further discussion the meeting was adjourned.

Three Rivers College

THE COMMUNITY COLLEGE OF SOUTHEAST MISSOURI

Program Review

Program Title: Information Technology (IT) Specialist AAS

Dates of Review: Fall 2017

Faculty Contact: Heather Carlton

Email: hcarlton@trcc.edu

Phone: 573.840.9460 **VoIP Extension:** 8242

Executive Summary:

This summary will cover the IT Specialist program's strengths, challenges, opportunities, and continuous improvement plan. When Heather Carlton took over as Program Coordinator in Fall 2012, the program's curriculum was outdated and the equipment used in the program was outdated – these were the two biggest challenges for old program that drastically affected enrollment and completion rates.

In Spring 2015, a new, more rigorous curriculum was adopted. It was implemented in Fall 2015. The Program Coordinator adopted Cisco curriculum in six courses with the intent of adding more Cisco curriculum. Cisco is the industry standard in IT and has its own curriculum development team that constantly reviews content and updates it annually. The company makes this updated content and supplemental materials readily and easily accessible to their academies – which Three Rivers is a Cisco Academy. Adopting this curriculum pushes Three Rivers to stay at the forefront of the IT field and constantly armed with the latest technology and teaching content.

Upon the adoption of the new curriculum, the college applied for and received grant money to purchase new computer networking equipment for all courses. At this point we will replace this

equipment at least every three years because that is the lifespan of the grant. Broken equipment will be replaced as needed.

With these two updates of the program's biggest challenges, they are now the program's greatest strengths. The input of our advisory committee has also been invaluable, too. Advisory members have been very vocal about the educational needs of this program so students are properly equipped and trained to excel in the workforce.

The current challenges of the IT Specialist program are employing the right people to teach and increasing retention. The Program Coordinator teaches the lower level courses but has chosen to hire industry professionals to teach the more advanced courses. These professionals help students connect textbook knowledge with real world experience. However, this practice is proving to be difficult because a person may know IT but he/she cannot connect with and engage students for the optimal learning experience.

As far as retention from semester to semester or year to year, the rate is hovering at 35% which is in line with the college's retention rate. However, the program rate needs to be higher. Hopefully working with career and technology centers and college recruiters, the enrollment number will increase and a better quality of student will be attracted to the program which will increase retention rates.

There are many opportunities for this program and three important focuses are increasing enrollment, creating a seamless transition for additional educational opportunities, and creating more degree options. The Program Coordinator is working with area career and technology centers and Three Rivers recruiters to help promote the program and recruit students, as well as working with the college's marketing department on a social media marketing plan for the program to attract more students.

Additionally, partnerships are being created between Three Rivers, career and technology centers, and area four-year universities to create a seamless educational pathway for students. These

partnerships allow Three Rivers' students a unique opportunity for personal and professional growth. It also lends to viability of the program.

At the last advisory meeting, the group suggested the IT Specialist program be broken into four different options: 1) computer networking, 2) servers, 3) programming, and 4) network security. The first year of education would be all fundamental classes and the second year students would choose one concentration area (or option).

At the end of each semester, the IT Specialist faculty review each course with evaluate what worked academically and what did not. Together the faculty work to create stronger courses for the best learning experience for all students.

Section I Program Overview

College Mission Statement:

Three Rivers College inspires, prepares, and empowers students to succeed through open access to high-quality learning opportunities that meet the needs of the communities we serve.

Program Purpose Statement:

The Information Technology Specialist (IT Specialist) degree program prepares students for entry-level positions in the information technology field. IT specialists work with the software and hardware of computer systems and networks, maintain and troubleshoot computer systems and networks, helps install software and hardware, and provides customer service to end users within a network.

This program purpose statement aligns with the college's mission statement because there is a need in our 15-county service area for IT professionals. This program is creating highly skilled, quality employees for the workforce.

Catalog Description:

Place an "X" in the box if this section is identical to the Program Purpose Statement.

| |
|---|
| x |
|---|

Pre-requisites:

Completion of ENGL 02 Transitional College Writing and READ02 Transitional College Reading or placement into ENGL 111 College Writing.

1. *Do the prerequisites continue to be needed?*

Yes, these prerequisites are needed. It ensures they will have the necessary reading and language skills to read and comprehend material covered in curriculum.

- a. *Do they need to be changed?*

Not at this time.

- b. *Have changes occurred? n/a*

2. *Are they imposed by an external agency of some kind, or are they self-imposed?*

Self-imposed

3. *If the second, what data demonstrates or supports the viability of the prerequisites?*

No data has been collected or recorded; however, prior to the prerequisites, Heather Carlton, program coordinator, had several conversations with students to place them in other programs due their inability to succeed in the program due to lack of reading and language skills.

Program Costs:

There are no fees at this time; however, additional costs or fees may be approved at a later date to cover industry certification exams. As of fall 2016, faculty are still focusing on curriculum development and delivery. We have had adjunct faculty turnover, so it has pushed out implementation of certification exams. It is anticipated by fall 2018, these fees will be approved so students can start taking industry certifications in spring 2019.

Section II

Current State of the Program

Enrollment Trends:

Here is a chart to depict program enrollments:

| Program | Fall 2012 | Fall 2013 | % Change | Fall 2014 | % Change | Fall 2015 | % Change |
|---|----------------------|----------------------|---------------------|----------------------|---------------------|----------------------|---------------------|
| IT Specialist AAS (formerly Network Administration) | 58 | 43 | -26% | 35 | -19% | 43 | 23% |
| IT Specialist 1-Year Certification (formerly Microcomputer Support Technology Certificate) | 2 | 3 | 50% | 2 | -33% | 2 | 0% |

*All data collected for the college's Fact Book.

There is only one classroom available for the program at the room's maximum capacity is 20 students. From Fall 2012 to Spring 2014, class sizes were small – most semesters either right at 10 students per class or less. Each program course is only offered one time a semester on one campus due to low numbers.

In Fall 2015, class numbers began to rise – with many classes over 10 students. In Spring 2015 and Fall 2016, several courses are increasing in size to over 10 students.

The five year goal for the program is to increase enrollment numbers as follows:

- Fall 2016 -- AAS (50) and 1-Year Certificate (50)
- Fall 2017 -- AAS (60) and 1-Year Certificate (60)
- Fall 2018 -- AAS (70) and 1-Year Certificate (70)
- Fall 2019 -- AAS (80) and 1-Year Certificate (80)
- Fall 2020 -- AAS (90) and 1-Year Certificate (90)

Enrollment Evaluation:

- The plan for enrollment is to keep refining curriculum and course delivery.
- An IT student organization has been created to help engage students currently in the program.
 - This organization will be used in recruiting and marketing the program.
- Increase program recruiting through the following events:
 - Big Bang Theory – A one-day event geared toward recruitment of 9th grade high school female students into technology programs. These students are within the college’s 15-county service area.
 - FIRST Robotics Meets – A robotics competition hosted by the IT program coordinator on the Three Rivers campus in Poplar Bluff. Area high schools (grades 7-12) from within the college’s 15-county service area and beyond to participate in this event.
 - 120 students from 12 schools participated in the event on January 14, 2017.
 - Industrial Technology Fair – A two-day event hosted by the IT program coordinator on the Three Rivers campus in Poplar Bluff. Area high schools (grades 7-12) from within the college’s 15-county service area and beyond to participate in this event.
 - Over 200 students from 11 schools participated in the event on April 26-27, 2016.
- In Spring 2017, the program coordinator will work with area career technology centers to renew and revise articulation agreements.
- In FY18, the program coordinator will contact area four-year universities to seek transfer agreements for the program.
- In FY19, the program coordinator will seek grant funds to expand the IT Specialist program into Sikeston and Kennett areas.

Progress & Completion:

1. *What is the benchmark for program completion? Please explain the rationale for this benchmark.*

The benchmark will be 10 graduates each May. The question was posed to advisory committee how many graduates can the market in this area take in a year – there was no answer, so we (Heather Carlton, Robert Vickery, and Dr. Brenda Russell) suggested 10 as the benchmark. The advisory agreed.

Before fall 2012 when Heather Carlton was hired as an instructor and program coordinator, the IT Specialist program was failing. The numbers below reflect how bad the situation was. Students were not being retained or graduated.

Please find below a list of improvements made to the program (to date). Each of these changes has helped create a more relevant and more rigorous program to meet both student and employer needs, while also increasing enrollment, retention and completion.

- Build relationships with students to ensure they complete the program, encourage them when life happens, advise them on courses, and help them gain employment in IT field and/or transfer to four-year university.
- Build relationships with employers to ensure program meets or exceeds industry standards/community needs and students have job opportunities.
- Create, implement, and maintain curriculum that is rigorous and up-to-date with industry standards.
- Hire industry professionals to teach program core courses.
- Removed all program courses from any degree program not related to computer networking.

Here are the completion rates compared from spring graduations:

| Program | Spring 2012 (Fall 2010 cohort) | Spring 2013 (Fall 2011 cohort) | % Change | Spring 2014 (Fall 2012 cohort) | % Change | Spring 2015 (Fall 2013 cohort) | % Change |
|---|---|---|---------------------|---|---------------------|---|-----------------|
| IT Specialist AAS (formerly Network Administration) | 11 | 7 | -33% | 11 | 57% | 2 | -82% |
| IT Specialist 1- Year Certification (formerly Microcomputer Support Technology Certificate) | 9 | 6 | -36% | 11 | 83% | 2 | -82% |
| *All data collected for the college's Fact Book. | | | | | | | |

Here are completion rates compared from first semester enrollment to last semester graduation:

| Program | Fall 2012 | Spring 2014 | % | Fall 2013 | Spring 2013 | % |
|---|----------------------|------------------------|----------|----------------------|------------------------|----------|
| IT Specialist AAS (formerly Network Administration) | 58 | 11 | -81% | 35 | 2 | -94% |
| IT Specialist 1- Year Certification (formerly Microcomputer Support Technology Certificate) | 2 | 11 | 450% | 2 | 2 | 0% |
| *All data collected for the college's Fact Book. | | | | | | |

2. *Are there identifiable points where attrition increases?*

Yes, students were enrolling in the program that were not academically prepared for the courses. Students enroll in the program but do not dedicate themselves to their studies and fail the program – this is still an issue and is currently being monitored.

3. *Explain any significant findings in different modalities, locations, and settings.*

Yes, students tend to like afternoon and evening classes for this program. The course schedule has been changed to accommodate students' preferences.

4. *Evaluation: Based on these trends, what do you feel are significant factors or barriers influencing student success in your courses and program? What changes (e.g. in curriculum, pedagogy, scheduling, modality) could be implemented to improve these trends?*

As the completion rates show, there is a problem with students completing the program. Prior to Fall 2015, the quality of the program is reflected in completion numbers. The following barriers were removed from Fall 2012 to Fall 2015. It is believed that removing these barriers will increase the success rate of networking students thus increasing completion rates. The barriers are listed below:

- Advisory members, who are industry professionals, stated in one of our first advisory meetings that they would not hire Three Rivers' students because they did not possess the skills necessary to work in IT.
- At this same time, the program had a mixture of students (networking students and non-networking students) taking networking courses which weakened the curriculum because non-networking students did not understand nor could they complete assignments and course materials.
- There were no general education pre-requisites to ensure students entering program core courses could read and comprehend networking textbooks and industry language.
- Faculty teaching the curriculum were not seeking training or other professional development to remain up-to-date on industry changes thus affecting the quality of instruction.

Student Learning Outcomes Assessment:

1. *Are all program-specific course-level student learning objectives being systematically and regularly assessed? Describe your assessment plan.*

Yes, the program learning outcomes are being regularly assessed. Assessments occur in all four semesters of the degree program. This allows us to track a student from beginning to middle to end of program. Here is the schedule:

| Year One/Semester One | Year One/Semester Two | Year Two/Semester One | Year Two/Semester Two |
|--|--|--|--|
| MST 115 IT Essentials – A+ Certification (PC hardware/software) | MST 135 IT Customer Service & Support (soft skills/communication) | MST 225 Scaling Networks (networking hardware/software) | MST 235 IT Practicum & Survey (soft skills, communication, PC/networking hardware/software) |
| MST 118 Introduction to Networking (networking hardware/software) | | | |

2. *Do the course offerings provide a clear path to achieving the program learning outcomes?*

Yes

- a. *Are the courses sequenced in the most effective manner?* Yes
3. *Does each class have a specific role to play in helping students achieve the program learning outcomes?* Yes
 - a. *Is unnecessary duplication of knowledge and/or skills avoided?* No
4. *What improvements in your courses have been implemented through student learning outcome assessment?* From Fall 2015-Spring 2016, we are establishing baseline data. We anticipate to use this information to make changes once the data shows trends.
 - a. *How has student learning been improved through implemented changes?* Based on changes made to the program since Fall 2015, student enjoy the classes and are eager to learn new technology as it is introduced into the classroom.

Program Learning Outcome Assessment:

1. *Describe your program-level outcomes assessment plan.*

Here are the PLOs for IT Specialist:

| Program Student Learning Outcome |
|---|
| PLO 1: Demonstrate how to verbally and nonverbally communicate in a professional manner. |
| MST 135 IT Customer Service & Support (Artifact: Create professional documents and presentations relative to the information technology industry.) |
| MST 235 IT Practicum & Survey (Artifact: Develop and communicate an IT infrastructure plan including components, costs, and implementation steps required appropriate for a business management review.) |
| PLO 2: Apply skills learned to troubleshoot computer and network issues in a timely fashion. |
| MST 115 IT Essentials (Artifact: Perform a step-by-step assembly of a desktop computer and install operating system.) |
| MST 118 Introduction to Networking (Artifact: Build a simple Ethernet network using routers and switches.) |
| MST 235 IT Practicum & Survey (Artifact: Troubleshoot server operation and network connectivity issues using lab environments created in the classroom.) |
| PLO 3: Demonstrate a foundational knowledge in computer systems both hardware and software. |
| MST 115 IT Essentials (Artifact: Perform a step-by-step assembly of a desktop computer and install operating system.) |
| PLO 4: Demonstrate a foundational knowledge of networking systems both hardware and software. |
| MST 118 Introduction to Networking (Artifact: Build a simple Ethernet network using routers and switches.) |
| MST 225 Scaling Networks (Artifact: Configure and troubleshoot basic operations of routers in a complex routed network for IPv4 and IPv6.) |
| MST 235 IT Practicum & Survey (Artifact: Troubleshoot server operation and network connectivity issues using lab environments created in the classroom.) |

2. *What improvements have been implemented as a result of PLO assessment?*

From Fall 2015-Spring 2016, we are establishing baseline data. We anticipate to use this information to make changes once the data shows trends and other information.

3. *Is the program arranged so that a full-time students can complete the program in two years or less regardless of modality, location, or setting? If not, what changes could be implemented to facilitate this goal?*

Yes, this program was set up so students can complete the program in two years. No changes need to be made at this time.

4. *What specific needs does the program fill at the institution that are not filled by similar programs?*

This is the only program that involves computer networking. The program coordinator is exploring other program opportunities such as a computer programming one-year certificate, computer forensics program (with Shawn Westbrooks), cybersecurity, and manufacturing IT programs (with Kevin Swan/Jim Dow).

Job Placement:

1. *What is the program's job placement rate in the appropriate field of study?*

We do not have this information. We will start collecting this data in Spring 2016.

2. *Does the labor market indicate sufficient need for the program? What are future trends, opportunities, and challenges?*

Yes, at this time there is a sufficient need for the program. We will monitor the industry need but there is a fear that we will saturate the immediate market in the Poplar Bluff and Butler County area. Most students do not wish to relocate for employment purposes. The program coordinator is looking at expanding program offerings in Sikeston and Kennett and to possibly add a programming and/or cybersecurity programs.

3. *Are graduates sufficiently prepared to enter the workforce based on the feedback from employers and advisory board?*

Yes, as of spring 2015, employers stated students were better prepared for entering the workforce. Employers are contacting the program coordinator with job solicitations and several advisory members have sent employees to be trained at the college with the new curriculum.

4. *What activities does your program participate in to assist students with job placement?*

Mock interviews, employment preparation workshops, and email communications with advisory members. In spring 2016, the program coordinator plans to host an IT job fair with onsite interviews for all networking internship students and graduates.

Continuous Improvement Planning:

| Action Plan Objective | Timeline | Responsible Party | Resources required |
|--|--|---|--|
| Train faculty | Ongoing | Program Coordinator | Completion certificates and/or industry certifications |
| Recruiting events | Every Fall/Spring | Program Coordinator | |
| Curriculum improvement | Ongoing | Program Coordinator and all full-time/part-time faculty | |
| Data collection for enrollment, retention, completion, and placement | Fall/Spring | Program Coordinator | |
| Industry certification bootcamps for test prep | Fall 2017/Spring 2018 (ongoing thereafter) | Program Coordinator/Kevin Swan | |
| Industry certification exams | Fall 2017/Spring 2018 (ongoing thereafter) | Program Coordinator/Diane Patterson | |

Section III

Analysis of the Program

Articulation (If applicable): N/A

Transfer Rates (If applicable): N/A

Changes in Curriculum:

April 2015

- The current Network Administration Program will be the newly revised "Information Technology Specialist" (IT Specialist) AAS Program.
- IT Specialist (AAS) - Network Administration - Revision of Program - This new program name better describes the actual functions and relates to job available in the industry. This decision was made through a program evaluation process utilizing advisory committee members and other industry professionals.
- IST 125 Visual Basic Programming - Revision of Course - We are changing the course title and number so it falls under the MST course category.
 - Rationale for maximum number: This course is laden with hands-on activities and projects. To create the most optimal learning environment it is recommended that the student instructor ratio be 20:1. This would allow the instructor to work with groups or individual students more effectively on a one-to-one basis, if needed.
- IT Specialist (one-year certificate) Microcomputer Support Technology - Program Revision - This new program name better describes the actual functions and relates to job available in the industry.
- MST 115 IT Essentials - Addition of Course - We are combining IST 119 PC Operating Systems and MST 116 Computer Diagnostics and Repair into one course. With rapidly changing technology, there is not the need for actual computer hardware repair.
 - Rationale for maximum number of students: This course is laden with hands-on activities and projects. To create the most optimal learning environment it is recommended that the student instructor ratio be 20:1. This would allow the instructor to work with groups or individual students more effectively on a one-to-one basis, if needed.

- MST 117 Linux Essentials - Addition of Course - The Network Administration advisory group suggested adding another course on other operating systems. Faculty chose Linux the curriculum covers topics such as considerations for choosing an operating system, basic information on open source software and licenses, basic understanding of scripting, and learning how to use command lines. This course also aligns with an industry-recognized certification exam. Upon completion of the course, student will be encouraged to take the exam. Upon completion of this course, students may take the Linux Professional Institute (LPI) Linux Essentials Professional
 - Development certification exam.
- MST 118 Introduction to Networking - Revision of Course - This course will be taught with CISCO-based content and will align with three other courses within the AAS IT Specialist degree program.
- MST 128 Networking: Routing & Switching - Addition of Course - Rationale for Course Addition: The advisory group requested more training with routing and switching; so faculty is introducing four courses that focus on routing and switching. The first class is MST 118 Introduction to Networking which introduces the concepts and networking fundamentals. The second course is MST 128 Networking: Routing & Switching which teaches student how to configure a router and switch for basic functionality. After completion of MST 118 and MST 128, students will be prepared to take the Cisco CCENT certification exam. The third course is MST 225 Scaling Networks which teaches students to configure routers and switches for advanced functionality. The fourth course is MST 226 Connecting Networks which teaches students to configure and troubleshoot network devices and resolve common issues with data link protocols. After completion of MST 118, MST 128, MST 225, and MST 226, students will be prepared to take the Cisco® CCENT & CCNA certification exam.
 - Justification for maximum number: This course is laden with hands-on activities and projects. To create the most optimal learning environment it is recommended that the student instructor ratio be 20:1. This would allow the instructor to work with groups or individual students more effectively on a one-to-one basis, if needed.

- MST 135 IT Customer Service & Support - Addition of Course - The advisory group requested a course that focused on customer service, presentations, creating of schematics, teamwork and soft skills such as personal hygiene, timeliness, dependability.
 - Justification for maximum number: To create the most optimal learning environment it is recommended that the student-instructor ratio be 30:1. This would allow the instructor to work with groups or individual students more effectively on a one-to-one basis, if needed.
- MST 217 Network Security - Revision of Course - Rationale for maximum number: To create the most optimal learning environment it is recommended that the student-instructor ratio be 30:1.
 - Rationale for revision: Remove the "instructor consent required" designation on this course.
- MST 218 Network Administration - Revision of Course - Rationale for maximum number: This course is laden with hands-on activities and projects. To create the most optimal learning environment it is recommended that the student instructor ratio be 20:1. This would allow the instructor to work with groups or individual students more effectively on a one-to-one basis, if needed.
 - Rationale for revision: This course title is being changed to better align with the course content, as well as other courses within the AAS IT Specialist degree program.
- MST 219 Advanced Network Administration - Revision of Course - Rationale for maximum number: This course is laden with hands-on activities and projects.
 - To create the most optimal learning environment it is recommended that the student instructor ratio be 20:1. This would allow the instructor to work with groups or individual students more effectively on a one-to-one basis, if needed.
 - Rationale for revision: This course title is being changed to better align with the course content, as well as other courses within the AAS IT Specialist degree program.
- MST 225 Scaling Networks - Revision of Course - The advisory group requested more training with routing and switching; so faculty is introducing four courses that focus on routing and switching. The first class is MST 118 Introduction to Networking which

introduces the concepts and networking fundamentals. The second course is MST 128 Networking: Routing & Switching which teaches student how to configure a router and switch for basic functionality. After completion of MST 118 and MST 128, students will be prepared to take the Cisco CCENT certification exam. The third course is MST 225 Scaling Networks which teaches students to configure routers and switches for advanced functionality. The fourth course is MST 226 Connecting Networks which teaches students to configure and troubleshoot network devices and resolve common issues with data link protocols. After completion of MST 118, MST 128, MST 225, and MST 226, students will be prepared to take the Cisco® CCENT & CCNA certification exam.

- Justification for maximum number: This course is laden with hands-on activities and projects. To create the most optimal learning environment it is recommended that the student instructor ratio be 20:1. This would allow the instructor to work with groups or individual students more effectively on a one-to-one basis, if needed.
- MST 226 Connecting Networks - Addition of Course - The advisory group requested more training with routing and switching; so faculty is introducing four courses that focus on routing and switching. The first class is MST 118 Introduction to Networking which introduces the concepts and networking fundamentals. The second course is MST 128 Networking: Routing & Switching which teaches student how to configure a router and switch for basic functionality. After completion of MST 118 and MST 128, students will be prepared to take the Cisco CCENT certification exam. The third course is MST 225 Scaling Networks which teaches students to configure routers and switches for advanced functionality. The fourth course is MST 226 Connecting Networks which teaches students to configure and troubleshoot network devices and resolve common issues with data link protocols. After completion of MST 118, MST 128, MST 225, and MST 226, students will be prepared to take the Cisco® CCENT & CCNA certification exam.
- MST 235 IT Practicum and Survey - Addition of Course - The advisory group requested a course that focused on problem-solving techniques and troubleshooting skills. In this course, students will be presented with IT issues that they must solve.
 - Justification for maximum number: This course is laden with hands-on activities and projects. To create the most optimal learning environment it is recommended

that the student instructor ratio be 20:1. This would allow the instructor to work with groups or individual students more effectively on a one-to-one basis, if needed.

- MST 297 Coordinated Internship Project - Revision of Course - This course title is being changed to because the advisory committee has requested two internships be added to the AAS IT Specialist degree program.
- MST 197 Coordinated Internship Project I - Addition of Course - The Network Administration advisory group suggested the program have two internship opportunities in order to give students more on-the-job experience.
- New curriculum and courses were implemented in Fall 2015. The focus for FY16 will be curriculum development and instructor training.
 - MST 115 IT Essentials – Cisco curriculum – instructor training
 - MST 117 Linux Essentials – Cisco curriculum – instructor training
 - MST 118 Introduction to Networking – Cisco curriculum – instructor training
 - MST 128 Networking: Routing & Switching – Cisco curriculum – instructor training
 - MST 135 IT Customer Service & Support – new course – program coordinator developing
 - MST 197 Coordinated Internship Project I – new course – program coordinator developing
 - MST 217 Network Security – revised course – program coordinator developing
 - MST 218 Server Administration – revised course – teaching Server 2012
 - MST 219 Advanced Server Administration – revised course – teaching Server 2012
 - MST 225 Scaling Networks – Cisco curriculum – instructor training
 - MST 226 Connecting Networks – Cisco curriculum – instructor training
 - MST 227 IT Programming – revised course to allow instructor to teach different programming languages
 - MST 235 IT Practicum & Survey – new course – instructor and program coordinator developing
 - MST 297 Internship II – new course – program coordinator developing
- Once curriculum is developed and taught through two cycles (two semesters), instructors and program coordinator will start implementing industry certifications into appropriate

courses. One of these certifications will be used as a Perkins required Technical Skills Assessment (TSA); however, the actual TSA has not been determined yet. The certifications are as follows:

- MST 115 -- CompTIA A+
- MST 117 -- Linux+ or equivalent Linux industry certification
- MST 118 & MST 128 -- Cisco® CCENT
- MST 225 & MST 226 -- Cisco® CCNA
- MST 218 -- Microsoft® MCSE/MCSA Exam 70-410
- MST 219 -- Microsoft® MCSE/MCSA Exam 70-411
- MST 235 -- Microsoft® MCSE/MCSA Exam 70-412

External Needs Assessment:

1. *Does the advisory committee meet regularly?*

Yes, the advisory committee meets each spring semester.

2. *How do the external factors impact the curriculum?*

We have adopted Cisco curriculum in several classes. Each time they update their curriculum, it causes a need to update our curriculum as well.

3. *How does your Advisory Board adequately represent the community and workforce needs?*

Yes, every year the advisory committee list is evaluated. Every effort is made to have adequate representation from Butler, Ripley, Wayne, and Carter counties. We try to include other businesses from Sikeston, Malden, Kennett, and Dexter areas too.

Adequacy of Facilities, Equipment, and Technology:

Describe the state of facilities and equipment used by the program. Explain by what criteria and with what process the department evaluates its facilities and equipment.

1. *Are facilities safe and sufficient to support and assure the integrity and quality of the program? Is access assured for all facilities?*

No, the facilities are not sufficient for a quality program. Currently there is one classroom dedicated and equipped for IT classes. The room is small and not conducive for lecture and hands-on labs. The classroom holds a maximum of 20 students. When the classroom has the maximum of 20 students, it is difficult for students to move around the room to complete labs.

2. *Is equipment adequate?*

Yes, the equipment is more than adequate for the program. The program coordinator has used Enhancement Grant and Perkins funds to equip the classroom with necessary equipment and instructional supplies to deliver curriculum.

3. *Is it sufficiently modernized?*

Yes, all equipment is within three years old or newer.

4. *What recommended program improvements could be made through upgrades to facilities, equipment and/or technology?*

Recommended program improvements would be a larger classroom with a lecture space equipped with a master classroom instructor station, student computers, work space for students to assemble/disassemble computers, work on routers and switches in cabinets, work on servers while in their server cabinets, and ample storage space for instructional supplies such as monitors, keyboards, Ethernet cable, tools, computer components, etc.

5. *Is all facilities, equipment, and technologies in compliance with regulatory agencies and standards?*

Yes.

Impact of Resources to Support Teaching and Learning:

1. *Does the institution provide adequate resources to support teaching and learning in the program?*

Yes

- a. *Faculty and Staff* -- Since Fall 2015 full-time and part-time faculty have completed instructor training for Cisco and Microsoft based courses.
- b. *Revenue vs. Expenditures* – The college has expended institutional and grant funds to update all equipment for the program. The program coordinator is working on industry certification workshops as an additional revenue source for the program.
- c. *Disposable resources*
2. *Are there any areas within the program that could reduce expenses for students?*

With the adoption of Cisco curriculum, the content was available to students in electronic format no additional cost to students. The goal was to save students money but students have purchased textbooks on their own because they want the hard copy book.

3. *For CTE programs, is the cost of the program proportionate to the eventual prevailing wages?* The program coordinator is gathering salary information in Spring 2017. Wages are low for the southeast Missouri area; however, students would make considerably more money working in metropolitan areas.

4. *Does the program have an [obsolescence plan](#) for large equipment purchases?*

No, the program does not have a formalized obsolescence plan. At this time, we rotate older program equipment to the college's IT department to replace the department's outdated equipment.

Evaluation of Resources to Support Teaching and Learning:

What recommendations for resources that impact teaching and learning could be made based on the information above?

We are in constant search for industry professionals to teach the advanced curriculum because the plans are to expand the program – we need instructors for the expansion. Additionally, we need a larger classroom space, preferably with a lecture area and lab area.

Professional Development:

Identify any professional development activities completed by instructors teaching within the program.

1. *Identify any CEU or professional development requirements in order to maintain certification/licensure.*
 - a. Instructors must complete Certified Instructor Training in order to teach and have access to Cisco curriculum.
 - b. Industry certifications such as CompTIA A+, Linux+ or equivalent Linux industry certification, Cisco® CCENT, Cisco® CCNA, Microsoft® MCSE/MCSA Exam 70-410, Exam 70-411, and Exam 70-412
2. *Identify any barriers to obtaining professional development requirements or remaining current within the field of study.*

The only barrier is having the time to properly prepare for the industry certification exam and to prepare for classroom activities.

External Accreditation & Documentation:

The IT Specialist program is accredited by Accreditation Council for Business Schools and Programs (ACBSP) along with other business program; however, the program coordinator is researching computer networking accreditation options such as The Association of Technology, Management, and Applied Engineering (ATMAE).

Progress Report:

At this point all recommendations have been applied to the program and already stated in this document.

Three Rivers College

THE COMMUNITY COLLEGE OF SOUTHEAST MISSOURI

Program Review

Program Title: Office Administration AAS

Dates of Review: Fall 2017

Faculty Contact: Julie Becker

Email: jbecker@trcc.edu

Phone: 573.840.9460 **VoIP Extension:** 8244

Executive Summary:

The Office Administration Program at Three Rivers College provides students with the most up-to-date skills needed to work in any office environment. This program prepares students to meet the challenges of the modern office through the application of practical and theoretical general education, hands-on skill development, and a coordinated internship project. The Office Administration degree prepares students with the professional skills needed to become an invaluable member of organizations and businesses in the community in which we serve. The program faculty work closely with medical facilities in the area to assure students are receiving the needed skills to become successful. The program faculty meet annually with an advisory committee on improving specific content areas, updating curriculum, and learning about industry standards. The program curriculum is reviewed on a yearly basis to make sure students are receiving the most updated information.

Our Advisory Committee met to discuss curriculum changes for the AAS degree in Information Systems Technology (IST) with the Medical, Executive/Legal, and Microcomputer options. It was proposed to the committee to revise the curriculum to keep the program up-to-date. The committee feels that the degree program is vital to this area but needs to be revised and updated. Degree

names were discussed and curriculum changes were discussed. The committee voted to have one degree with medical option and legal option. Name changes were discussed.

Changes in curriculum were discussed and a consensus was made.

Change of Courses within the program are as follows:

- DELETED:
 - BUED 110 Business Math
 - IST 119 PC Operating Systems
 - IST 115 Introduction to Information Systems
 - BUED 122 Document Processing
 - IST 257 Advanced Administrative Transcription
 - IST 258 Office Administration and Supervision
- ADDED:
 - BMGT 235 Customer Service Management
 - IST 100 Computer Applications
 - BUAD 120 Introduction to Business
 - IST296 Office Administration Applications
 - MATH103/153 Intermediate Algebra

Here are some proposed names that were discussed:

- Office Administration
- Office Professional
- Administrative Assistant
- Executive Assistant
- Office Information Systems

Office Administration with a Medical Option and a Legal Option was the consensus of the name change. With the name change and curriculum changes, here is the feedback from the committee:

- The Office Administration programs seem to provide a well-balanced curriculum for the office professional.
- The changes made are up-to-date to the office professional of today.

- The courses selected for this newly revised program would be helpful to someone who works or plans to work in an office environment.
- The new program titled “Office Administration” is appropriate and that the courses relate to this field of study.

Section I

Program Overview

College Mission Statement:

Three Rivers College inspires, prepares, and empowers students to succeed through open access to high-quality learning opportunities that meet the needs of the communities we serve.

Program Purpose Statement:

The OFFICE ADMINISTRATION program is designed for individuals who are currently employed in an office environment and for high school graduates planning a career as an office administrative assistant. This program prepares students to meet the challenges of the modern office through the application of practical and theoretical general education, hands-on skill development, and a coordinated internship project.

The Office Administration degree prepares students with the professional skills needed to become an invaluable member of organizations and businesses in the community in which we serve.

Catalog Description:

Place an "X" in the box if this section is identical to the Program Purpose Statement.

Pre-requisites: N/A

Program Costs:

There are no additional costs associated with this program beyond the tuition and common fees.

Section II

Current State of the Program

Enrollment Trends:

There has been difficulty filling classes on the Poplar Bluff campus since the addition of the multiple off-campus locations.

Enrollment Evaluation:

To increase enrollment, we could market this program through graduates, alumni events, and online profiles. We could contact high schools and career technical schools to set up presentations to discuss the program. We could look at the course scheduling and try to have a variety of times and days offered for the core degree classes.

Progress & Completion:

1. *What is the benchmark for program completion? Please explain the rationale for this benchmark.*

This degree is an associate of applied science degree, which is a non-transfer degree. It is a two-year degree program. Students are encouraged to complete the degree in two years, and we help with finding employment when they graduate.

2. *Are there identifiable points where [attrition](#) increases? N/A*

Student Learning Outcomes Assessment:

1. *Are all program-specific course-level student learning objectives being systematically and regularly assessed? Describe your assessment plan.*

Student learning outcomes statements clearly state the expected knowledge, skills, and competencies that students are expected to acquire at this institution. The program-specific course-level student learning objectives are specific to the program level; they are clearly communicated and understandable; they are assessed each semester that the class meet; they are updated and reported regularly to reflect current outcomes; and receptive to feedback or comments on the information provided. We use the student learning outcome assessment results to improve teaching and learning.

2. *Do the course offerings provide a clear path to achieving the program learning outcomes? Are the courses sequenced in the most effective manner?*

Yes, the courses provide a clear path for students to achieve the program learning outcomes. We have worked with the department and our advisory committee to sequence the courses in the most effective manner.

3. *Does each class have a specific role to play in helping students achieve the program learning outcomes? Is unnecessary duplication of knowledge and/or skills avoided?*

The requirements for curricula throughout the program are set forth in semester-by-semester displays. These displays illustrate how certain sequences of courses and prerequisites may be scheduled. Another purpose is to reflect whether courses are normally offered in the fall or the spring semester. The classes are scheduled in a sequence because of the specific roles each class provides for the students. We try to make sure the skills are introduced, reinforced, and mastered throughout the degree program courses.

4. *What improvements in your courses have been implemented through student learning outcome assessment? How has student learning been improved through implemented changes?*

A learning outcome was dropped; curriculum changes were made because of input from the advisory committee. In IST100 the Face-to-Face sections have higher percentages than the online sections. We are in the process of observing this more closely to find out why. In the IST269 course results were low. We feel the assignments were not adequate. We have updated to a new textbook. The rubric and student learning outcomes for this course have changed to improve learning. In IST297 we found that the rubric does not match with the course student learning outcomes. We are in the process of changing the artifact and the rubric. The BUED203 Business Communication rubric will be changed to go along with the objectives for the course.

Program Learning Outcome Assessment:

1. *Describe your program-level outcomes assessment plan.*

The program has six program-level outcomes. These outcomes are measured in courses the students are required to take. This program focuses on developing office professional skills needed for positions in the office environment. There are faculty from the Business

Department as well as other departments on campus who teach the courses for this degree program so additional coordination is required in order to ensure the outcomes are aligned and appropriately assessed. The program-level outcomes have been mapped to each course within the program. Each course has course-level as well as chapter-level outcomes that are aligned with the program-level outcomes. An artifact is assigned to each course that aligns with the program-level outcome with a rubric that is used to assess student learning.

2. *What improvements have been implemented as a result of PLO assessment?*

As a result of the PLO assessment the following improvements have been implemented.

Before the changes there were three/four options in the AAS in Information Systems Technology: medical option, executive/legal option, and microcomputer option. These three/four options are no longer available, and we have one program, which is an AAS in Office Administration.

The advisory committee and the Business Department Faculty made the following changes:

The program name is changed to Office Administration. The program purpose statement was revised to the following: The Office Administration program is designed for individuals who are currently employed in an office environment and for high school graduates planning a career as an office administrative assistant. This program prepares students to meet the challenges of the modern office through the application of practical and theoretical general education, hands-on skill development, and a coordinated internship project.

Instead of having three/four options to choose from, the students declare Office Administration. Within the program students can enroll in IST149 Medical Terminology & Coding if they want to work in a medical facility, or they can enroll in BLAW Legal and Ethical Environment of Business for all other types of businesses.

The following courses were deleted within the program: BUED 110 Business Math; IST 119 PC Operating Systems; IST 115 Introduction to Information Systems; BUED 122 Document Processing; IST 257 Advanced Administrative Transcription; and IST 258 Office Administration and Supervision.

The following courses were added to the program: BMGT 235 Customer Service Management; IST 100 Computer Applications; BUAD 120 Introduction to Business; IST296 Office Administration, which is a new course created for this degree program.

The general education courses that were changed are as follows: BUED 110 Business Math to MATH 103/MATH 153 Intermediate Algebra or higher; the communication requirement was changed to the students being able to choose from SCOM 110 Public Speaking or SCOM 101 Human Communication or SCOM 125 Communication in the Workplace.

3. Is the program arranged so that a full-time students can complete the program in two years or less regardless of modality, location, or setting? If not, what changes could be implemented to facilitate this goal?

A change to facilitate a full-time student completing the program in two years regardless of modality, location or setting would be to offer the courses at our off-campus locations either face-to-face or through ITV. Also it is extremely important that the students are properly advised. This means that all advisors both on the Poplar Bluff campus as well as at all off-campus locations are trained and then properly follow the program plan and not simply enroll students in classes that are online or are general education.

4. What specific needs does the program fill at the institution that are not filled by similar programs?

This program is specifically designed to prepare a student for an office professional career in two-years. There is not another degree program currently offered that meets these needs.

Job Placement:

While I do not have solid numbers, our students are getting hired. Through post-graduate observations I am seeing students working. Students are prepared to enter the workforce based on the feedback from employers and the advisory board. When there are changes in the workforce or industry, the advisory board makes suggestions and recommendations to implement within the program to address these changes.

1. What activities does your program participate in to assist students with job placement?

The students complete an internship during the last semester. The students are placed in office settings where they are given a variety of tasks and duties. This allows the students to be employment ready when they graduate. This allows the students to receive experience in an office setting where many of them have not worked as office professionals. We bring in guest speakers to present in our classes so the students receive the insight and perspective of the guest speaker's particular field. A benefit of guest speakers is the enhancement of the students' educational experience.

Continuous Improvement Planning:

How will you address the opportunities for improvement that you identified in the above sections? Identify timelines for implementation, responsible party, and resource requirements.

| Action Plan Objective | Timeline | Responsible Party | Resources required |
|---|----------|--|--------------------|
| Work with communication to create a promotional flyer | | Business instructor/communication department | |
| Raider preview days | | Business instructor/recruitment office | |
| Online course redesign | | Business instructor | |

Section III

Analysis of the Program

Articulation (If applicable):

There are no articulation agreements at this time. The Office Administration Program is an Associate of Applied Science degree. The students complete the two-year degree and find employment. It is not a transfer degree.

Transfer Rates (If applicable): N/A

Changes in Curriculum:

Rubrics have been revised, artifacts will be studied, importance of student outcomes emphasized to students. It is expected that by making these changes we will see an increase in the percentage of students who move away from the No Evidence and Novice levels to the Competent and Mastery levels. To improve student learning the IST149 course has gone through one internal review and changes are being made; there is a timeline for internal review and quality matters for the other courses in the program. Focusing on the quality matters standards greatly improves learning because it helps to ensure the coursework aligns with the course objectives as well as the program objective.

Before the changes there were three/four options in the AAS in Information Systems Technology: medical option, executive/legal option, and microcomputer option. These three/four options are no longer available, and we have one program, which is an AAS in Office Administration.

The advisory committee and the Business Department Faculty made the following changes:

The program name is changed to Office Administration. The program purpose statement was revised to the following: The Office Administration program is designed for individuals who are currently employed in an office environment and for high school graduates planning a career as an office administrative assistant. This program prepares students to meet the challenges of the modern office through the application of practical and theoretical general education, hands-on skill development, and a coordinated internship project.

Instead of having three/four options to choose from, the students declare Office Administration. Within the program students can enroll in IST149 Medical Terminology & Coding if they want to

work in a medical facility, or they can enroll in BLAW Legal and Ethical Environment of Business for all other types of businesses.

The following courses were deleted within the program: BUED 110 Business Math; IST 119 PC Operating Systems; IST 115 Introduction to Information Systems; BUED 122 Document Processing; IST 257 Advanced Administrative Transcription; and IST 258 Office Administration and Supervision.

The following courses were added to the program: BMGT 235 Customer Service Management; IST 100 Computer Applications; BUAD 120 Introduction to Business; IST296 Office Administration, which is a new course created for this degree program.

The general education courses that were changed are as follows: BUED 110 Business Math to MATH 103/MATH 153 Intermediate Algebra or higher; the communication requirement was changed to the students being able to choose from SCOM 110 Public Speaking or SCOM 101 Human Communication or SCOM 125 Communication in the Workplace.

Changes were also made to the Office Assistant Certificate. The following courses were deleted from the certificate: BUED110 Business Math; IST115 Introduction to Information Systems; and BUED122 Document Processing. The following courses were added to the certificate: BMGT Customer Service Management; IST100 Computer Applications; and BMGT 108 Human Resource Management. The following general education requirements were changed to the office assistant certificate: the students have the option to choose one communication class among SCOM110 Public Speaking, SCOM Human Communication, or SCOM125 Communication in the Workplace.

External Needs Assessment:

Does the advisory committee meet regularly?

The Office Administration advisory committee meets once a year.

- 1. How do the external factors impact the curriculum?*

When there are changes in an industry, business practices or technology it is necessary to make changes and adjustments to the curriculum. These changes are discussed with the advisory board to obtain their feedback.

2. *How does your Advisory Board adequately represent the community and workforce needs?*

The office administration advisory committee has members from a variety of industries in the community. We have representation from manufacturing, small business, banking, communication, non-profit, financial, retail, health care, and human resources. They are an active committee and provide meaningful suggestions and recommendations to address changes to the program that will better address the community and workforce needs.

Adequacy of Facilities, Equipment, and Technology:

1. *Are facilities safe and sufficient to support and assure the integrity and quality of the program? Is access assured for all facilities?*

Yes, all facilities are safe and sufficient to support and assure the integrity and quality of the program.

2. *Is equipment adequate?*

Yes, the equipment is adequate. Business faculty meet to discuss and make sure that our equipment is up-to-date and adequate. We also discuss this with our IT Department.

3. *Is it sufficiently modernized?*

Yes, the equipment is sufficiently modernized. Business faculty meet to discuss and make sure that our equipment is up-to-date and modernized. We also discuss this with our IT Department.

4. *What recommended program improvements could be made through upgrades to facilities, equipment and/or technology?*

No recommendations at this time.

5. *Is all facilities, equipment, and technologies in compliance with regulatory agencies and standards?*

Yes.

Impact of Resources to Support Teaching and Learning:

1. *Does the institution provide adequate resources to support teaching and learning in the program?*

a. *Faculty and Staff*

Yes, the institution provides adequate resources to support teaching and learning in the program.

b. *Revenue vs. Expenditures*

Yes, the institution provides adequate resources to support teaching and learning based on revenue vs. expenditures.

c. *Disposable resources*

The institution provides adequate resources.

2. *Are there any areas within the program that could reduce expenses for students?*

No, all student expenses are essential to the program.

3. *For CTE programs, is the cost of the program proportionate to the eventual prevailing wages?*

Yes.

4. *Does the program have an [obsolescence plan](#) for large equipment purchases?*

No.

Evaluation of Resources to Support Teaching and Learning:

I believe if we continue observing the student learning outcome assessments and make the necessary changes, no other recommendations are needed at this time.

Professional Development:

Identify any professional development activities completed by instructors teaching within the program.

1. *Identify any CEU or professional development requirements in order to maintain certification/licensure.*

Our business instructors are in the process of becoming Microsoft Office Specialist (MOS) certified.

2. *Identify any barriers to obtaining professional development requirements or remaining current within the field of study.*

There are no barriers at this time.

External Accreditation & Documentation:

If an external accreditation is required for the program, please provide the following information and documentation:

1. *Name of accrediting organization*

Accreditation Council for Business Schools and Programs (ACBSP). Received accreditation June 2016.

2. *Date of last visit*

February 2012

3. *Date of next upcoming visit*

The visit is February 2022; however, an updated quality assurance report is due February 2018 with reaffirmation scheduled in 2020.

4. *Are any reports, recommendations, etc. required for the program at this time?*

If you have received any notification, response, etc. from the accreditors, please provide a copy of the correspondence.

We were reaffirmed in June 2016. We have some minor corrections to make before February 2018.

Three Rivers College

THE COMMUNITY COLLEGE OF SOUTHEAST MISSOURI

Program Review

Program Title: Medical Billing and Coding – Office Administration A.A.S

Dates of Review: Fall 2017

Faculty Contact: Julie Becker

Email: jbecker@trcc.edu

Phone: 573.840.9490 **VoIP Extension:** 8244

Executive Summary:

The Medical Billing & Coding program at Three Rivers College provides students the skills needed to work as a medical coding and billing professional. The medical billing and coding program aligns with the college mission by preparing and empowering students to be successful in this degree program. Students are given the opportunity to become knowledgeable in medical billing and coding. This program prepares students to take the coding credentialing examination to become a certified medical biller and/or coder. The program has an internship component, which allows the students to receive experience in medical billing and/or coding in a medical facility.

The program faculty work closely with medical facilities in the area to assure students are receiving the needed skills to become successful in the community. The program faculty meet annually with an advisory committee on improving specific content areas, updating curriculum, and learning about industry standards. The program curriculum is reviewed on a yearly basis to make sure students are receiving the most updated information.

Our Advisory Committee met to discuss curriculum changes for the AAS degree in Medical Billing and Coding. It was proposed to the committee to revise the curriculum so the program is

up-to-date. The committee realized that the Medical Billing and Coding degree program is vital to this area. The committee voted to keep the Medical Billing & Coding with some curriculum changes in courses.

Courses were discussed for the Medical Billing & Coding degree. It was decided to replace the inactive classes with updated courses in customer service management, database applications, computer applications, and intermediate algebra.

Section I

Program Overview

College Mission Statement:

Three Rivers College inspires, prepares, and empowers students to succeed through open access to high-quality learning opportunities that meet the needs of the communities we serve.

Program Purpose Statement:

The Medical Billing and Coding program prepares students with the knowledge of ICD and CPT coding to assign accurate codes for diagnosis, procedures, and other services. Students will also learn various clerical and administrative functions that relate to medical facilities. This program prepares the graduate to meet the challenges in today's health care billing and coding systems through the application of practical and theoretical general education, hands-on skill development, and a coordinated internship project.

The medical billing and coding program aligns with the college mission by preparing and empowering students to be successful in this degree program by giving students the opportunity to become knowledgeable in medical billing and coding; preparing students to take the coding credentialing examination; and serving the needs of the community by getting feedback from an advisory committee on improving specific content areas, updating curriculum, and learning about industry standards.

Catalog Description:

Place an "X" in the box if this section is identical to the Program Purpose Statement.

Pre-requisites: N/A

Program Costs:

There are no additional costs associated with this program beyond the tuition and common fees.

Section II

Current State of the Program

Enrollment Trends:

There has been difficulty filling classes on the Poplar Bluff campus since the addition of the multiple off-campus locations.

This was a new program in 2010, and the student enrollment has increased each year. We have just started to see a drop in the enrollment and will be completing a needs assessment in the community to see if we have saturated the market.

Enrollment Evaluation:

To improve enrollment, we need to make sure we are communicating with students in ways our students prefer and expect; we need to show an understanding of students' needs; we need to work on guiding students through the entire college process, which is from application and enrollment to registration, graduating, and career placement; we need to strive to understand the specific motivations and challenges of the students enrolled in this program.

We also need to look at the times and days that the classes meet to see if there is a trend in higher number of students as opposed to lower number of students in certain classes.

We need to celebrate and communicate our students' successes to other students and the community. We need to let people know what is making a difference.

Progress & Completion:

1. What is the benchmark for program completion? Please explain the rationale for this benchmark.

This program is a two-year program and the goal is that students who enroll in the program complete in two years.

2. Are there identifiable points where attrition increases? N/A

Student Learning Outcomes Assessment:

1. *Are all program-specific course-level student learning objectives being systematically and regularly assessed? Describe your assessment plan.*

Yes, the program-specific course-level student learning objectives are being assessed each semester. We have our eight program student learning outcomes listed and have specific courses where each outcome is assessed. A report is created with the results of the assessments. In this report we show summary of results, analysis of results, and use of results for improvement.

2. *Do the course offerings provide a clear path to achieving the program learning outcomes? Are the courses sequenced in the most effective manner?*

The courses are offered in a sequence that will allow students to achieve the program learning outcomes. The courses offered are sequenced so students obtain the skills needed to complete the program.

3. *Does each class have a specific role to play in helping students achieve the program learning outcomes? Is unnecessary duplication of knowledge and/or skills avoided?*

Yes, each class has a specific role to play in helping students achieve the program learning outcomes. The principal goal for all students is to achieve their highest level of success in supportive classes and taught by teachers who help students overcome obstacles and learn to their fullest potential.

4. *What improvements in your courses have been implemented through student learning outcome assessment? How has student learning been improved through implemented changes?*

The program has been revamped. Several courses were eliminated because they did not meet the needs of students and employers hiring graduates. Courses were added to the program to meet the needs of students, employers, and new program outcomes. The Program Student Learning Outcomes were also revised.

Program Learning Outcome Assessment:

1. *Describe your program-level outcomes assessment plan.*

The program has eight program-level outcomes. These outcomes are measured in courses the students are required to take. This program focuses on developing skills needed for positions in medical billing and coding. There are faculty from the Business Department as well as other departments on campus who teach the courses for this degree program so additional coordination is required in order to ensure the outcomes are aligned and appropriately assessed. The program-level outcomes have been mapped to each course within the program. Each course has course-level as well as chapter-level outcomes that are aligned with the program-level outcomes. An artifact is assigned to each course that aligns with the program-level outcome with a rubric that is used to assess student learning.

2. *What improvements have been implemented as a result of PLO assessment?*

As a result of the PLO assessment the following improvements have been implemented: BIOL110 Human Biology was added to the program. Human biology is essential in coding due to the many disease processes and the effects on the body. Understanding of the natural human body structure, its function during and after life ends, from conception to death will provide a basis for future classes such as anatomy and physiology, etc. In order to be a good coder and to become a certified coder, biology should be required. A basic coding class isn't enough training to become a coder. For an internship, it is important part of the training program as long as the student is allowed by the employer to actually work beside a coder and biller. A total of 190-200 hours is enough for a student to mentor someone in the field and should open doors for the student as far as obtaining a position after completion of the program.

Students tend to achieve in the 80 percent range on most outcomes. We are putting more emphasis on writing skills and attention to detail.

We discovered that there was a disconnect between what students were doing in the billing and coding classes and what some of the internship sites expected the students to be able

to do in terms of knowing the billing codes. The textbook for IST225 Medical Billing and Coding I was updated and the artifact was changed.

- 3. Is the program arranged so that a full-time students can complete the program in two years or less regardless of modality, location, or setting? If not, what changes could be implemented to facilitate this goal?*

A change to facilitate a full-time student completing the program in two years regardless of modality, location or setting would be to offer the courses at our off-campus locations either face-to-face or through ITV. Also it is extremely important that the students are properly advised. This means that all advisors both on the Poplar Bluff campus as well as at all off-campus locations are trained and then properly follow the program plan and not simply enroll students in classes that are online or are general education.

- 4. What specific needs does the program fill at the institution that are not filled by similar programs?*

This program is specifically designed to prepare a student for a medical billing and/or coding position in two-years. This program also prepares to students to take the billing and coding certification exam. There is not another degree program currently offered that meets these needs.

Job Placement:

- 1. What is the program's job placement rate in the appropriate field of study?*

Students graduating from the medical billing and coding program are being hired. We complete post-graduate follow-ups and observations, and students are working in the medical billing and coding field.

- 2. Does the labor market indicate sufficient need for the program? What are future trends, opportunities, and challenges?*

Working in healthcare is a high priority today. Research shows that healthcare-related jobs are expected to increase through 2022. Recent changes and advancements in medical coding proves that medical billers and coders will continue to be in demand.

3. *Are graduates sufficiently prepared to enter the workforce based on the feedback from employers and advisory board?*

Students are prepared to enter the workforce and take the billing and coding certification exam based on the feedback from employers and the advisory board. When there are changes in the workforce or industry, the advisory board makes suggestions and recommendations to implement within the program to address these changes.

4. *What activities does your program participate in to assist students with job placement?*

The program regularly has guest speakers in the classroom to discuss expectations and to answer student questions. All students are required to complete an internship during their last semester of coursework to give them hands-on experience. Many students are hired full-time with the company that provided the internship opportunity.

Continuous Improvement Planning:

| Action Plan Objective | Timeline | Responsible Party | Resources required |
|---|----------|--|--------------------|
| Work with communication to create a promotional flyer | | Business instructor/communication department | |
| Raider preview days | | Business instructor/recruitment office | |
| Online course redesign | | Business instructor | |

Section III

Analysis of the Program

Articulation (If applicable): N/A

Transfer Rates (If applicable): N/A

Changes in Curriculum:

The following courses were deleted within the program: BUED 110 Business Math; IST 119 PC Operating Systems; IST 115 Introduction to Information Systems; and IST 258 Office Administration and Supervision.

The following courses were added to the program: BMGT 235 Customer Service Management; IST 100 Computer Applications required; and IST269 Database Applications.

The general education courses that were changed are as follows: MATH 103/MATH 153 Intermediate Algebra or higher required; the communication requirement was changed to the students choosing one communication class from SCOM 110 Public Speaking or SCOM 101 Human Communication or SCOM 125 Communication in the Workplace.

External Needs Assessment:

1. *Does the advisory committee meet regularly?*

The Medical Billing and Coding advisory committee meets once a year.

2. *How do the external factors impact the curriculum?*

We get feedback from the businesses that are hiring our students. We meet with the internship supervisors to find out if our students are acquiring the skills needed to work in medical facilities in the billing and coding departments. We also discuss curriculum during our advisory meetings.

3. *How does your Advisory Board adequately represent the community and workforce needs?*

The medical billing and coding advisory committee has members from a variety of medical facilities in the community, surrounding communities, and the two certified coding instructors.

Adequacy of Facilities, Equipment, and Technology:

1. *Are facilities safe and sufficient to support and assure the integrity and quality of the program? Is access assured for all facilities?*

Yes, all of our facilities are safe and sufficient to meet the needs of faculty, support staff, administrators, and students.

2. *Is equipment adequate?*

Yes, the equipment is adequate to meet the needs of faculty, staff, and students. We ensure that all risks created by work equipment are eliminated or controlled.

3. *Is it sufficiently modernized?*

Yes, the equipment is sufficiently modernized. We have met with our advisory members, community leaders, internship supervisors, etc. to ensure that our equipment is up-to-date.

4. *What recommended program improvements could be made through upgrades to facilities, equipment and/or technology?*

We feel that no improvements are needed at this time. We keep our facilities, equipment, and technology up-to-date according to advisory members, community leaders, internship supervisors, etc.

5. *Is all facilities, equipment, and technologies in compliance with regulatory agencies and standards?*

Yes.

Impact of Resources to Support Teaching and Learning:

1. *Does the institution provide adequate resources to support teaching and learning in the program?*

- a. *Faculty and Staff*

Yes, the institution provides adequate qualified staff that includes expertise and qualifications.

Yes, the institution provides adequate qualified faculty. Faculty must be credentialed in the field of study in which he or she is teaching.

b. Revenue vs. Expenditures

Yes, the institution provides adequate sources of income to support teaching and learning in the program.

Yes, the institution provides adequate property and services to support teaching and learning in the program.

c. Disposable resources

The institution provides adequate resources.

2. *Are there any areas within the program that could reduce expenses for students?*

We have made some changes in textbook purchases to several classes in the program to reduce expenses for students.

3. *For CTE programs, is the cost of the program proportionate to the eventual prevailing wages?*

Yes.

4. *Does the program have an [obsolescence plan](#) for large equipment purchases?*

This is not needed at this time for the medical billing and coding program.

Evaluation of Resources to Support Teaching and Learning:

What recommendations for resources that impact teaching and learning could be made based on the information above?

As program manager, I believe that we need one more full-time faculty member in the business department.

Professional Development:

Identify any professional development activities completed by instructors teaching within the program.

1. *Identify any CEU or professional development requirements in order to maintain certification/licensure.*

We have two advanced billing and coding classes that are taught by adjunct faculty members who are certified through the American Academy of Professional Coders. These two instructors are required to be certified to continuing teaching these classes.

2. *Identify any barriers to obtaining professional development requirements or remaining current within the field of study.*

At this time there are no barriers to obtaining professional development requirements or remaining current with the field of study.

External Accreditation & Documentation:

If an external accreditation is required for the program, please provide the following information and documentation:

1. *Name of accrediting organization*

Accreditation Council for Business Schools and Programs (ACBSP). Received accreditation June 2016.

2. *Date of last visit*

February 2012

3. *Date of next upcoming visit*

The visit is February 2022; however, an updated quality assurance report is due February 2018 with reaffirmation scheduled in 2020.

4. *Are any reports, recommendations, etc. required for the program at this time?*

If you have received any notification, response, etc. from the accreditors, please provide a copy of the correspondence.

We were reaffirmed in June 2016. We have some minor corrections to make before February 2018.

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