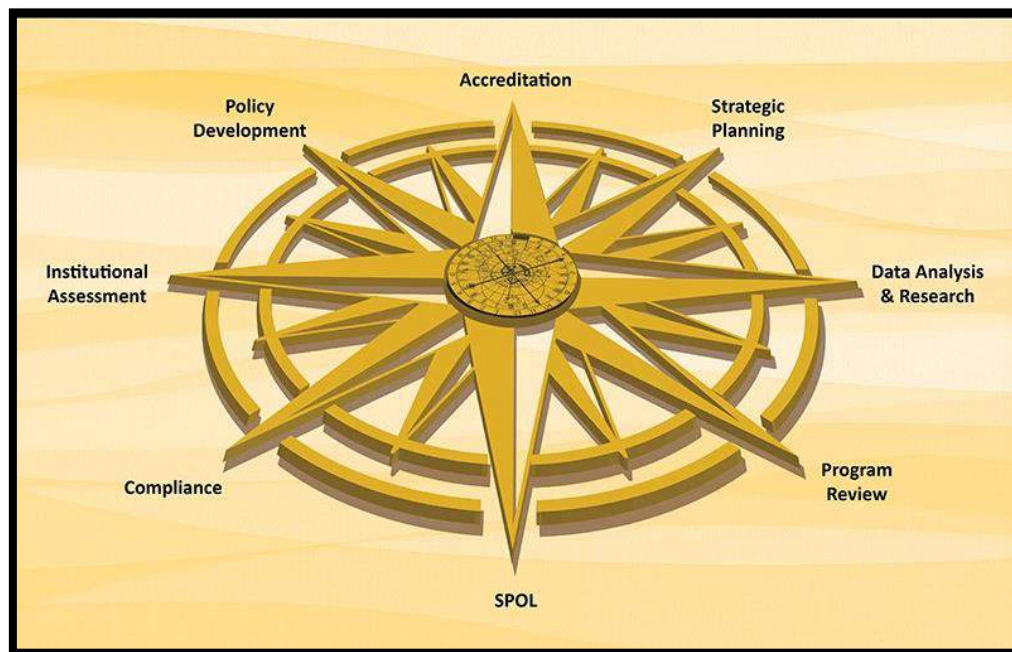# THREE RIVERS COLLEGE

Office of Institutional Effectiveness

Program Review Summary Reports

2020-2021

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 2020-2021:

[Accounting Technology AAS](#)

[Agribusiness AAS](#)

[Business Management AAS](#)

[Criminal Justice AAS](#)

[Early Childhood Development AAS](#)

[Forestry Technology AAS](#)

[Information Technology Specialist AAS](#)

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

THREE RIVERS COLLEGE

PROGRAM REVIEW

Section I
Program Overview

Program Title: AAS Accounting Technology

Dates of Review: 2017-2018 (Last Review)

Dates of Current Review: 2020-21 (18-19 and 19-20 data included)

Faculty Contact: Jennifer Inman

Email: jinman@trcc.edu

Phone: 573-840-9636   **VoIP Extension:**

Executive Summary:

The Accounting Technology program has many strengths and areas that could be improved. Most of the current course offerings are relevant and meet the needs of the accounting community. Core courses were updated during Fall 2020 to meet Quality Matters standards. The Cengage learning platform is used in the majority of Accounting courses. This platform gives immediate feedback to students and allows for video, as well as, written materials to aid in student learning. Overall course completion has improved during the 2018-2020 review period. Facilities, equipment, and technology are satisfactory for program needs.

Areas of improvement for the program are the need for increased program enrollment, improving the percentage of students graduating, updating remaining courses to the Quality Matters standards, rebuilding advisory committee to obtain community feedback, collecting and analyzing assessment data, and evaluating the curriculum for programmatic improvement.

The hiring of a program manager in August 2020 has prompted a complete review of all program courses. Several curricular and modality changes will be implemented within the next year in an attempt to improve enrollment. Curricular changes are also being completed to bring textbooks and learning materials current to ensure current tax law is being taught. The program manager is teaching all core Accounting courses to work directly with students to build relationships and encourage those students to complete the program. Courses are being re-designed to meet Quality Matters standards.

An advisory committee is being formed to ensure graduates will be prepared to enter the workforce and provided needed feedback regarding continuous improvement implementations moving forward. The current committee met in January 2020. Suggestions offered should be implemented by Fall 2020. Additional advisory committee members are being solicited and another meeting is planned for the Fall 2020 semester.

College Mission Statement:

The Mission Statement is located on our college website and may be found by clicking [here](#).

> 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 communication. Possible areas of employment include healthcare, banking, manufacturing, merchandising, and public accounting.

This program purpose aligns with Three Rivers College mission statement by preparing students to enter the workforce with the necessary knowledge and skills to become successful in an entry-level accounting position. This program purpose statement will be reviewed at the next advisory committee meeting and will stay aligned with program curriculum.

Catalog Description:

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

Pre-requisites:

The Accounting Technology program does not have specific admissions requirements. However, course prerequisites do exist. Principles of Accounting I, ACCT 211, requires MATH 01 or higher, or ACCUPLACER score of 44 or higher, or ACT Math score of 9 or higher. Computer Applications, IST 100, requires READ 02 or reading placement of ENG 111. Prerequisites continue to be needed. Students should be able to read and interpret financial information from textbooks and compute basic math functions to be successful in Accounting courses.

Program Costs:

Accounting courses require either a course fee for digital materials or the purchase of a textbook. ACCT 211, ACCT 212, ACCT 218, ACCT 225, ACCT 226, ACCT 237, ACCT 258 all use the Cengage Learning platform and are charged a course fee for the service. This platform is used as an alternative to a rental book. The platform provides an e-book and learning assignments with

immediate feedback. Direct links are provided from Blackboard to Cengage Learning assignments which allows students to easily transition between platforms. The use of e-books allows for curriculum to stay current with law changes that often affect accounting rules and procedures. These course fees range from $75 to $150 per course.

The Cengage learning platform provides problem specific help in written and video formats. It also allows a student real-time feedback on their work. Another feature is the "email my instructor" option. This allows the student to email the instructor and ask a question and gives the instructor a screenshot of the problem and answers the student has submitted. This feature is very useful in the online environment to allow quality communication between instructor and student.

ACCT 219, ACCT 227, and ACCT 298 require the purchase of textbooks for course completion. In addition to being necessary for the course, these books can be used as reference material for students entering the accounting profession.

Section II
Current State of the Program

Enrollment Trends:

Accounting
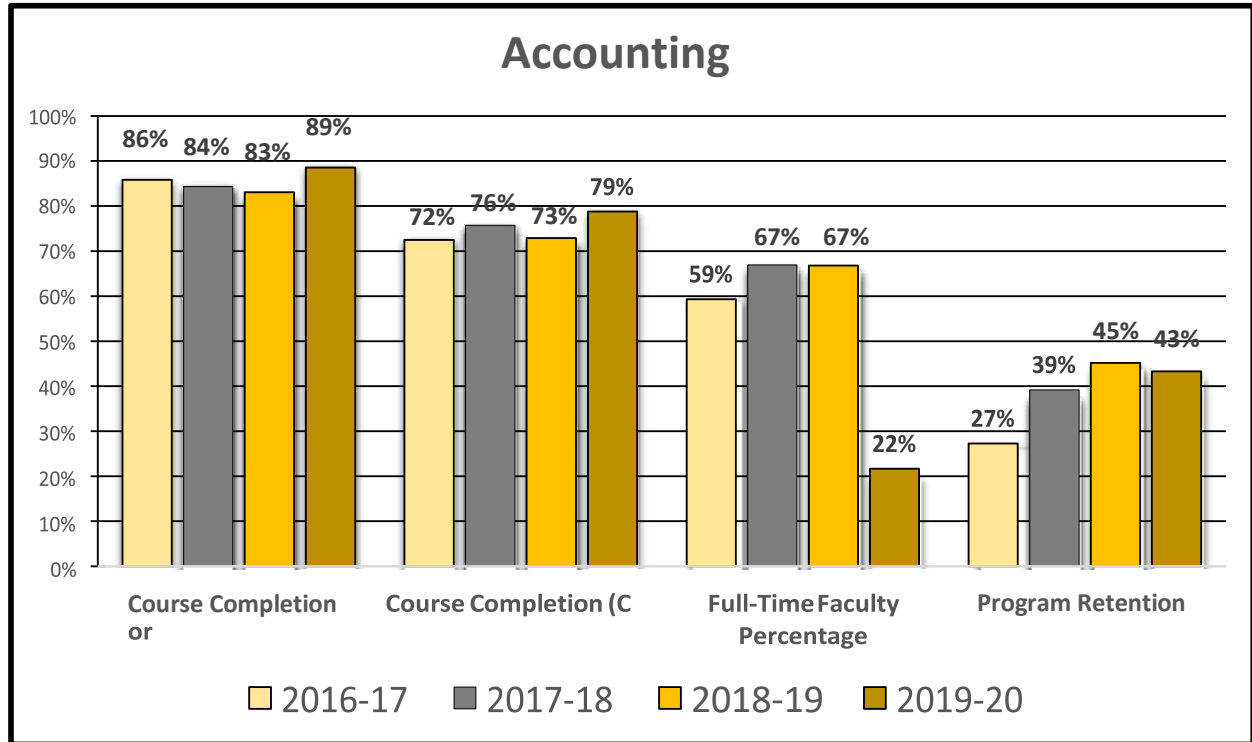
Description	2016-17	2017-18	2018-19	2019-20
Course Enrollment (Duplicated)	487	466	413	447
Course Completion Total (Duplicated)	418	393	343	396
Course Completion	**86%**	**84%**	**83%**	**89%**
Completion Total C or Better (Duplicated)	353	353	301	352
Course Completion (C or Better)	**72%**	**76%**	**73%**	**79%**
Full-Time Faculty Percentage	**59%**	**67%**	**67%**	**22%**
Full-Time Faculty Credit Hours	867	936	852	294
Part-Time Faculty Credit Hours	594	462	423	1062
Program Enrollment Total (Unique Students)	77	53	34	34
Program Graduation Total (Unique Students)	11	2	3	4
Program Retention Total (Unique Students)	18	20	14	13
Program Retention	**27%**	**39%**	**45%**	**43%**

Source: Three Rivers College System Administration

Course completion has improved from 83% to 89% and successful course completion with a C or better has improved from 73% to 79% during the 2019-2020 term. Program enrollment fell from 53 students in August 2017 to 34 students May 2019. Marketing materials are being refreshed to further promote the program. A full-time programmatic faculty member was not employed during the 2019-2020 year which meant the program was not promoted as successfully to the community and incoming students as in prior years.

It should be noted course enrollment is not a great indicator of program enrollment or retention due to ACCT 211, Principles of Accounting I and ACCT 212, Principles of Accounting II. These courses are required in several degree paths including Business Administration, Business Management, Agribusiness, Medical Billing and Coding and Office Administration. Instead, the current focus should be on program enrollment where students have declared Accounting Technology as their intended path.

Enrollment Evaluation:

Significant progress has been made in transitioning many accounting courses to a hybrid modality. This allows the student to complete coursework online while still meeting with the instructor in a classroom setting one to two times per week. Within the next two years, all Accounting Technology courses will be offered in an online format. Current work has been done to ease the burden for students that have full-time employment. Offering courses in a hybrid format allows students the flexibility to attend class and still work full-time. The transition to a fully online program is being completed to allow an even larger population to take courses online and still maintain full-time employment status.

There is concern that students will declare Accounting Technology as a degree program and then realize they would like to continue their education beyond the associate's level. Several courses in the Accounting Technology degree program do not transfer to four-year programs. Thus, students change their major to Business Administration to fulfill requirements to transfer. Discussion between the program manager and students needs to occur during their first semester to ensure correct program placement to allow students to meet their educational goals.

Progress & Completion:

The current benchmark for program completion is seven students. This is based on current enrollment data and anticipated completion over the next two years. This will be an improvement from 2019-2020 completion rate. However, the program manager will work to recruit more students into the program and raise completion numbers in the future.

Based on Three Rivers College Career Programs Outputs Data, graduates from the program dropped from 11 in 2015-2016 to 4 in 2019-2020. Data from 2018-2019 shows that 34 students left this program without graduating. This is an area of needed improvement for the future.

Offering the program online may offer a convenient avenue to promote program completion. For those students that are able to gain employment in the field prior to graduation, it will allow them to finish their coursework at times convenient for them. The program manager will also work to build relationships with students in the program to ensure this program is the correct fit for their long-term goals and encourage degree completion.

Student Learning Outcomes Assessment:

Program Outcomes

- Perform financial accounting and management functions using report format and procedures.
- Communicate business information effectively within a business environment.
- Demonstrate knowledge of accounting systems for service, merchandising, and manufacturing companies operating as sole proprietorships, partnerships, or enterprises.
- Utilize current income tax resources to prepare personal tax returns.
- Use technology to solve complex business issues, report, and display these solutions in an appropriate manner.
- Demonstrate knowledge of accounting as it relates to payroll.

Courses are aligned and mapped to the program learning outcomes. Courses are sequenced to allow further study, so knowledge is scaffolded as a student progresses through their courses within the program. Student learning outcomes presented by course are mapped to Program Outcomes below. Several program course changes are being made in 2021. These include deactivation of ACCT 296, Certified Bookkeeper Review and requiring students to take either BUAD 120, Introduction to Business or BUAD 221, Fundamentals of Management and IST 126, Word Processing Applications or IST 269, Database Applications. The Certified Bookkeeper Review course included a certification that was not recognized by local accounting firms. The test could not be given at Three Rivers College testing center so few students were seeking the certification after completing the course. Outcomes will be reviewed and re-mapped as changes are made.

Accounting Technology Program Curriculum Mapping		
ACCT 211 - Principles of Accounting I		
Course Learning Outcome #	**Course Learning Outcome**	**Program Outcome #**
1	Identify the role of the accounting profession in ethical business decision-making. (C1)	2
2	Apply GAAP for corporate financial reporting. (C2)	1, 3
3	Analyze the elements of internal control. (C3)	1, 3
4	Demonstrate accounting procedures for corporate bonds. (C4)	1, 3
5	Calculate financial ratios and use them to evaluate business performance. (C5)	1, 3, 5
ACCT 212 - Principles of Accounting II		
Course Learning Outcome #	**Course Learning Outcome**	**Program Outcome #**
1	Demonstrate accounting procedures for corporate stocks.	1, 3
2	Construct a statement of cash flows using information from the accrual balance sheet and income statement.	1, 2
3	Analyze corporate financial statements.	1, 3, 5
4	Demonstrate job order and process costing procedures and budget preparation.	1, 2, 3
5	Relate the use of accounting information to pricing and capital investment decision making.	1, 2
ACCT 218 - Payroll Accounting		
Course Learning Outcome #	**Course Learning Outcome**	**Program Outcome #**
1	Describe and discuss employment and payroll laws.	2, 3, 6
2	Compute gross earnings.	1, 2, 3, 5, 6
3	Compute the amount of federal income tax withholding.	1, 2, 3, 5, 6
4	Calculate FICA taxes, nontax payroll deductions, and unemployment taxes.	1, 2, 3, 5, 6
5	Record employees' wages in payroll register by payroll period.	1, 2, 3, 5, 6
6	Prepare employees' earnings record.	1, 2, 3, 5, 6
7	Prepare payroll tax reports.	1, 2, 3, 5, 6
8	Explain payroll deposit requirements.	1, 2, 3, 5, 6
9	Journalize the entries to record the payroll, payroll taxes, and payment of payroll-related liabilities	1, 2, 3, 5, 6
10	Demonstrate proficiency in using a 10-key calculator	1, 5
ACCT 219 - Accounting Management Software		
Course Learning Outcome #	**Course Learning Outcome**	**Program Outcome #**
1	Develop the skills necessary to complete general ledger computer accounting for service and merchandising businesses.	1, 2, 3, 5
2	Complete exercises involving accounts receivable, accounts payable, inventory and payroll.	1, 2, 3, 5
3	Prepare financial statements and complete financial statement analysis.	1, 2, 3, 5
4	Complete the accounting cycle using QuickBooks and Microsoft Office software.	1, 2, 3, 5
5	Integrate QuickBooks with Microsoft Office applications.	1, 2, 3, 5
6	Develop an understanding of service and merchandising computer accounting.	1, 2, 3, 5

ACCT 225 - Intermediate Accounting I		
Course Learning Outcome #	**Course Learning Outcome**	**Program Outcome #**
1	Identify underlying concepts and basic procedures of a financial accounting information system and financial statement analysis.	1, 2, 3, 5
2	Communicate orally and in writing financial accounting information.	1, 2, 3, 5
3	Demonstrate the recording and processing of more complex transactions and events.	1, 2, 3, 5
4	Manage information accumulation, processing, recording, and reporting steps.	1, 2, 3, 5
5	Identify, measure, and report an entity's assets and determine related impact upon income determination.	1, 2, 3, 5
ACCT 227 - Financial Analysis & Budgeting		
Course Learning Outcome #	**Course Learning Outcome**	**Program Outcome #**
1	Develop an understanding of the budgeting process and complete a master budget for a manufacturer and a merchandiser	1, 2, 3, 5
2	Prepare financial statements for various types of companies	1, 2, 3, 5
3	Calculate and interpret measures of liquidity, solvency and profitability	1, 2, 3, 5
ACCT 237 - Income Tax Accounting		
Course Learning Outcome #	**Course Learning Outcome**	**Program Outcome #**
1	Describe the history and theory of federal income taxes in the United States.	3, 4
2	Calculate an individual's tax payment or refund using Form 1040, 1040A	3, 4, 5
3	Propose a plan for individual's taxes in future years.	3, 4, 5
ACCT 258 - Cost Accounting		
Course Learning Outcome #	**Course Learning Outcome**	**Program Outcome #**
1	Evaluate the costs of materials, labor and overhead.	1, 3
2	Apply the costs of production to the process cost system.	1, 2, 3
3	Prepare a master and flexible budget.	1, 2, 3, 5
4	Analyze the costs of the business for managerial decisions.	1, 2, 3, 5
ACCT 296 - Certified Bookkeeper Review		
Course Learning Outcome #	**Course Learning Outcome**	**Program Outcome #**
1	Understand why accruals, deferrals and other adjustments are made	1, 3
2	Find and correct accounting errors	1, 2, 3
3	Complete all steps in payroll transactions	1, 2, 3, 6
4	Understand the difference in book versus tax depreciation	1, 2, 3
5	Record inventories under different accounting methods	1, 2, 3
6	Recognize methods to prevent fraud and business scams	1, 3
ACCT 297 - Internship		
Course Learning Outcome #	**Course Learning Outcome**	**Program Outcome #**
1	Show professional standards of appearance and behavior required for employment.	1, 2, 3
2	Identify personal occupational requirement.	1, 2, 3, 4, 5, 6
3	Demonstrate positive relations with employers, customers, and co-workers.	1, 2, 3, 4, 5, 6
4	Exhibit professional responsibility in relation to company, profession, and industry goals.	1, 2, 3, 4, 5, 6

BLAW 221 - Legal & Ethical Environment of Business		
Course Learning Outcome #	**Course Learning Outcome**	**Program Outcome #**
1	Identify the sources of law and the legal system within the United States.	1, 2, 5
2	Discuss the elements of a contract and the rights and obligations within.	1, 2, 3, 5
3	Distinguish when the law of contract and the law of sales are to be applied.	1, 2, 3, 5
4	Explain torts and the type of remedies available for breach of agreements.	1, 2, 3, 5
5	Explain the elements of intellectual property and maintaining ownership interests.	1, 2, 3, 5
6	Analyze business regulations for their moral and ethical value and determine how they impact the business environment.	1, 2, 5
BUED 203 - Business Communication		
Course Learning Outcome #	**Course Learning Outcome**	**Program Outcome #**
1	Demonstrate their abilities to use clear, concise, and grammatically correct language.	2
2	Practice the ability to select, organize, and effectively deliver information in a businesslike manner.	2, 5
3	Demonstrate ability to contribute to team performance, plan and participate in productive meetings, and use collaborative technologies.	2, 5
IST 100 - Computer Applications		
Course Learning Outcome #	**Course Learning Outcome**	**Program Outcome #**
1	Demonstrate proficiency in using college systems to conduct online learning and research.	5
2	Demonstrate understanding of security options for technology platforms	5
3	Demonstrate proficiency in operating a personal computer	5
4	Demonstrate proficiency in using word processing software	2, 5
5	Demonstrate proficiency in using spreadsheet software	2, 5
6	Demonstrate proficiency in using database software	2, 5
7	Demonstrate proficiency in using presentation software	2, 5
IST 268 - Spreadsheet Applications		
Course Learning Outcome #	**Course Learning Outcome**	**Program Outcome #**
1	Interpret financial data.	1, 5
2	Design formulas that solve math problems.	1, 2, 5
3	Show data in a meaningful way using charts, graphs, macros, and pivot tables.	1, 2, 5
4	Integrate Excel spreadsheets with other software applications and the Internet.	1, 2, 5

Each course in the program is necessary to build skills to achieve the program learning outcomes. While certain courses are built to achieve one outcome, other courses teach foundational skills that must be achieved before success in sophomore level courses.

ACCT 211 and ACCT 212 were re-designed in Fall 2020 to follow the Quality Matters design model. This should assist students taking these courses in the online modality to ensure there are clear paths of learning and all standards are being upheld. A similar course design is also being implemented in the face-to-face sections of these courses to ensure learning outcomes are achieved

regardless of modality. All accounting courses offered in the program will be re-designed to ensure Quality Matters standards are met.

Program Learning Outcome Assessment:

Assessment data is not available for 2018-2020. A new program manager was hired in August 2020. Assessment data collection will begin in the Spring 2021 semester. During the summer and fall of 2020, the program manager began working with the Office of Institutional Effectiveness to evaluate the curriculum and program outcomes. This review has already prompted the need for curricular changes which will be forthcoming in the next academic year.

Job Placement:

During 2018-2019, there were three graduates from the Accounting Technology program. Two of those graduates responded to feedback answering if they were able to gain employment in the workforce. Both responses indicated they were going to seek further education. This is an opportunity for growth in the program. The program manager will work to build relationships with our accounting firms and other businesses seeking employees with this degree. These relationships will form an advisory committee that will assist with ensuring skills are kept current with the needs of the employing community and promote employment opportunities to students.

Continuous Improvement Planning:

Action Plan Objective	Timeline	Responsible Party	Resources required
Formation of Advisory Committee	2020-2021	Jennifer Inman	None
Curriculum changes to improve program	2021-2022	Jennifer Inman	None
Build relationships with students to encourage program completion	Continuous	Jennifer Inman	None
Program promotion to increase enrollment	Continuous	Jennifer Inman	None

Section III
Analysis of the Program

Articulation (If applicable):

 Not applicable

Transfer Rates (If applicable):

Not applicable

Changes in Curriculum:

2020- 21 Curriculum Changes

- ACCT 226: Intermediate Accounting II- Request course fee. Currently students are charged two weeks after classes begin for e-text and courseware. Requesting course fee to allow students to know total cost when registering for the course.

- ACCT 225- Intermediate Accounting I- Request course fee. Currently students are charged two weeks after classes begin for e-text and courseware. Requesting course fee to allow students to know total cost when registering for the course.

2019- 20 Curriculum Changes

- ACCT 258: Submit curriculum change form for approval so that the bookstore can implement fees changes to provide ACCT 258 students with day-one access to course textbook material.

- BUED 203 Business Communication: moved to the Spring semester and moved BLAW 221 Legal Environment of Business to the Fall Semester to eliminate the need for students to take course substitutions in the Fall.

2018- 19 Curriculum Changes

- ACCT 211 - Principles of Accounting: Prerequisite was changed to Math 02 or placement of Math 153 or higher
- ACCT 216 - Business Accounting: Prerequisite was changed to Math 02 or placement of Math 153 or higher
- ACCT 219 - Accounting Management Software: Prerequisite was update to IST 100 and ACCT 211 or ACCT 216, both course with a minimum letter grade of C to allow Business Management students to take 216 instead of ACCT 211 and ACCT 212

- ACCT 227 - Financial Analysis and Budgeting: Prerequisite was update to IST 100 and ACCT 211 or ACCT 216, both course with a minimum letter grade of C to allow Business Management students to take 216 instead of ACCT 211 and ACCT 212. Adding the prerequisite of IST 100 is required because assignments in ACCT 227 require knowledge of Word, Excel and PowerPoint.
- Change math requirement for program to MATH 161 or higher. The program already has 15 hours of general education courses in ENGL 111, ENGL 112, SCOM 110, GOVT 121 and either ECON 211 or ECON 212, so this change is not required to meet general education requirements. However, it will make the math requirement the same for Accounting Technology, Business Management, Office Administration and Medical Billing and Coding, which will make advising easier.
- ACCT 216: Business Accounting - Revision of course: Change Pre-requisite:
- OLD: MATH 01 or placement into MATH 02 or higher add, NEW: Placement into MATH 153/MATH 161 or higher.
- Due to the combining of MATH 01/MATH 02 into a single course and the deactivation of MATH 01, the catalog, syllabus and system need to be changed to reflect the new course offerings. This change also increases the placement requirement to MATH 153 in an effort to improve the successful completion of the course.
- Prerequisite change for ACCT 226 - Change prerequisite from completion of ACCT 225 with a grade of C or higher to completion of ACCT 212 with a grade of C or higher. This will allow students to take ACCT 226 Intermediate Accounting II before ACCT 225 Intermediate Accounting I, if necessary.
- ACCT 225 covers front half of Intermediate Accounting text while ACCT 226 covers the back half. All the material builds on what was learned in the principles of accounting courses (ACCT 211 and 212).
- This will reduce the number of prerequisite overrides or students taking longer to complete their degree.
    - Textbook change for ACCT 218
    - Textbook change for ACCT 211/212/216
    - Textbook change for ACCT 225/226
    - Textbook change for ACCT 237

External Needs Assessment:

The advisory committee did not meet during the 2019-2020 year due to the absence of a program manager. The advisory committee will be re-formed during the 2020-2021 year and assist with the develop of a plan to address the needs of the community.

Adequacy of Facilities, Equipment, and Technology:

All face-to-face accounting courses are also offered in the Interactive Television (ITV) modality. Classroom resources are adequate for instruction. At times, the ITV connection and equipment at locations fail which causes ineffective use of classroom time for all students at all locations. Support from ITV staff and location staff is given but oftentimes it is a network issue that results in lost time.

All face-to-face accounting courses should be held in computer labs to allow students to log in to Cengage learning platform during class. E-book is often needed during class to allow for pages to be bookmarked for future study and sections highlighted. Dexter and Kennett locations do not have computer lab access for the accounting courses. Students bring their own devices to class to receive the same instruction as those in the computer lab environment. Online students with a computer and stable internet connection are able to achieve success in the courses.

Impact of Resources to Support Teaching and Learning:

The Accounting Technology program has one full-time faculty member and two part-time adjunct faculty available to instruct accounting courses. This is an adequate number of instructors to cover course loads.

Evaluation of Resources to Support Teaching and Learning:

Current staffing is adequate based on the number of students currently enrolling in program courses. There is room for the program to grow without needing additional staff.

An area of future review is the number of courses fees and purchase books currently required in the accounting program. Current textbooks available from publishers along with learning platforms will be reviewed during the 2020-2021 year to ensure learning material is current. Course fees charged to the student will be considered to reduce expense to the student, if possible.

Professional Development:

The Program Manager hired in August 2020 recently completed a Master's degree in Accounting in December 2020 making her fully credentialed as the full-time faculty member and program manager. The two part-time faculty are also master's prepared in the field of Accounting. One faculty member also has his Certified Public Accountancy (CPA) licensure. All faculty have passed the Quality Matters certification necessary to teach online courses.

Professional development is provided by the institution in the areas of teaching and learning management on an annual basis to include topics such as: Blackboard Learning Management System, HonorLock, Microsoft365, Quality Matters, etc. These offerings are available to both full-time and part-time faculty.

External Accreditation & Documentation:

Not applicable

Progress Report:

Not applicable

<u>Section IV</u>
External Review of the Program (Program Feedback)

<u>Advisory Board Feedback:</u>

Not applicable. Advisory Board did not meet during this period of time. Advisory Board is being re-formed in Fall 2020.

<u>Cabinet Feedback:</u>

Not applicable

<u>Faculty-at-Large Feedback:</u>

Not applicable

<u>Student Learning Improvement Committee (SLIC) Feedback:</u>

Not applicable

Section I

Program Overview

Program Title: Agribusiness AAS.

Dates of Last Review: 2016-2017

Dates of Current Review: 2020-2021, Initial Review

Faculty Contact: Traven Crocker

Email: tcrocker@trcc.edu

Phone: 573-840-9684   **VoIP Extension:** 8021

Executive Summary:

The Three Rivers College Agriculture Program has seen a large amount of change within the past five years which has contributed both positively and negatively to our overall mission. With multiple faculty changes and numerous curricular and assessment changes, we are only at the initial phase where we can see the effects of these changes. We are also continuing to make improvements we feel will enhance this program. For example, the plan to develop courses in online modalities is ongoing which we feel will better serve the needs of students. Student learning outcome and program outcome assessment have been recently revised and the data from the assessments will be reviewed to identify areas where curriculum revision and action items may be implemented to improve student success. We are excited about the progress we have made thus far and expect to see a positive change soon that reflects our efforts.

College Mission Statement:

The Mission Statement is located on our college website and may be found by clicking. here.

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 & Technical Education. This program is for students who want to develop management and technical skills to enter agriculture-related industry or production.

The Agribusiness AAS program aligns with the mission of Three Rivers College by ensuring program viability through comprehensive programmatic review and providing students with a relevant and current curriculum that prepares them for gainful employment upon successful completion.

Catalog Description:

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

The catalog description is reviewed annually upon the draft and publishing of the upcoming Three Rivers College Catalog. This review is processed through the Office of the Chief Academic Officer.

Program Outcomes:

1. Demonstrate knowledge in taxonomy, species identification, and structural characteristics in animal and plant science production.
2. Identify, select, and calculate pest control prescriptions.
3. Apply economic principles to production agriculture concepts.
4. Develop technical knowledge, interpersonal skills, and ethics necessary for successful employment.

Proposed changes to the program outcomes.

1. Examine principles of plant, animal, and soil science.
2. Apply analytical and critical thinking skills in relation to agribusiness management.
3. Form technical knowledge and professional skills in relation to agricultural industries.
4. Demonstrate written and verbal communication to effectively work in agricultural professions.

Pre-requisites:

The Agribusiness AAS program does not have prerequisites for admission into the program. However, some course-specific prerequisites were added since the last program review.

In 2019-2020, AGRI 297: Agriculture Internship course implemented the prerequisite of "Instructor Consent" to allow agriculture faculty to assess the student's chosen internship or to place the student into an appropriate internship before enrollment in the course. The course is offered in both spring and fall to better accommodate students and our community partner internships.

In 2019-2020, the prerequisite of READ 02- Transitional College Reading II or Reading placement of ENGL 111-College Writing, has been added to all agriculture courses except for AGRI 232 Advanced Animal Science and the AGRI 297 course already mentioned. AGRI 232 has a prerequisite of AGRI 130 Animal Science. Please refer to Table 1, below for a complete list. Previously, there were no pre-requisites for agriculture courses. The prerequisites ensure students have the necessary skills to read and understand the material required to be successful in the courses. The changes in prerequisites will be monitored for efficacy.

Table 1. List of all AGRI courses with a prerequisite of READ 02: Transitional College Reading or Reading placement of ENGL 111: College Writing.

AGRI 110 Soil and Soil Fertility	AGRI 172 Integrated Pest Management
AGRI 115 Introduction to Precision Agriculture	AGRI 234 Equine Science
AGRI 120 Plant Science	AGRI 240 Agriculture Economics and Marketing
AGRI 122 Natural Resource Management	AGRI 270 Agriculture Systems Management
AGRI 130 Animal Science	

Program Costs:

The institutional tuition, common, course, distance learning, and material fees for the Agribusiness AAS program are estimated in Table 2, below. Most of the agriculture courses are offered in the ITV modality. There are also other courses with sections where some fees may or may not apply regarding the student's preferred class or modality. Estimated Tuition/Fees/Materials/Testing for In-District $10,595, Non-District $14,015, and Out-of-State $16,595. Tuition and fees incurred in the Agribusiness AAS program are comparable to other Two -Year Colleges in the state of Missouri. All program costs are necessary at this time and costs will continue to be evaluated for efficiency.

Program costs were calculated by multiplying the credit hour fees by the number of credit hours per course and fixed course fees are flat fees assigned to the respective courses. Distant Learning fee per credit hour has also been applied to corresponding courses. Individual course sections and available modalities may vary. A transcript fee was not included. Information on program cost was accessed from Three Rivers College Tuition, Fees, and Testing Data provided by the Office of the Chief Financial Officer.

Table 2. Tuition & Fees Per Course FY20-Associate of Applied Science in Agribusiness.

Course	Title	Cr. Hrs.	In-District	Non-District	Out-of-State	Common Fee	Course Fee	Distance Learning Fee	Materials
Cost	Per credit hour		100	157	200	46		20	45
AGRI 120	Plant Science	4	400	628	800	184		80	45
AGRI 130	Animal Science	4	400	628	800	184		80	45
AGRI 110	Soil and Soil Fertility	4	400	628	800	184		80	45
ECON 212	Principles of Microeconomics	3	300	471	600	138			45

Course	Title								
ECON 211	Principles of Macroeconomics	3	300	471	600	138			45
ENGL 111	College Writing	3	300	471	600	138			45
MATH 161 or 163 Or 163 W&H only	Degree Specific	3	300	471	600	138	34 or 30.00 or 118*		45
AGRI 115	Introduction to Precision Agriculture	3	300	471	600	138			45
GOVT 121	National & State	3	300	471	600	138			45
SCOM 110 Hybrid Only	Public Speaking	3	300	471	600	138	59		45
ACCT 211	Principles of Accounting I	3	300	471	600	138	102		45
AGRI 240	Agriculture Economics and Marketing	3	300	471	600	138		80	45
BUAD 120	Introduction to Business	3	300	471	600	138			45
BAUD 230	Business Statistics	3	300	471	600	138			45
	Total	60	10,595	14,015	16,595	2,760	500	480	855

Tuition, Fees, and Testing Data provided by Office of the Chief Financial Officer.

Section II

Current State of the Program

Enrollment Trends:

The Admitted vs. Applications does not apply to the AAS Agribusiness Program.

The course capacity at the Poplar Bluff campus is 30 students. At the external campus locations in Sikeston, Dexter, Kennett, and Portageville the course capacity is 15 students. The capacity at external locations can be increased if needed.

Graph 1, below, shows an overview of the Agribusiness, AAS program's enrollment, course completion, full-time faculty percentages, and program retention. The program has maintained a course completion rate above 92% from 2016 to 2020. The program course completion (C or Better) ranged from the mid-70s to upper-80s from 2016-2020. The full-time faculty percentages in 2017-2018 and 2018-2019 were below 100% because the courses were divided among two adjunct faculty until a full-time faculty member was hired. The program retention ranges from 48%to 54%, except in 2018-2019 where the retention dropped to 39%.

Graph 1. Overview of Agribusiness, AAS Program.
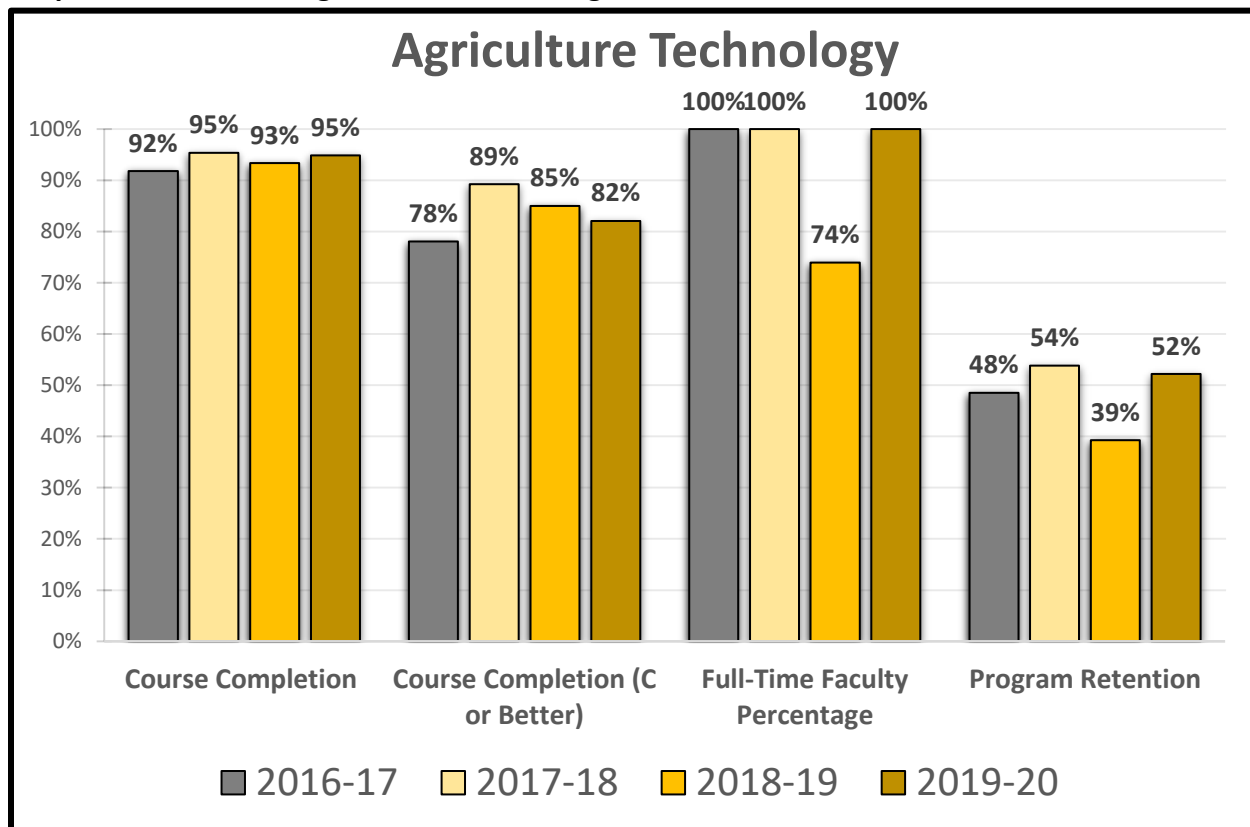
Information from Three Rivers College Career Program Outputs Data.

Table 3, below, builds upon the data shown in Graph 1 and gives more information on the Agribusiness, AAS program's enrollment, course completion, full and part-time faculty credits, and percentages, and program enrollment and retention. The declared pathways, percent of enrolled who completed 50% or more, and academic year graduates are also shown the Table 3. There was a peak of 11 graduates in 2016 and a decline thereafter to 3 for both 2017 and 2018. The number of graduates in the program has had increase to 6 in 2019.

Table 3. Overview of Agribusiness, AAS Program.

Description	2016-17	2017-18	2018-19	2019-20
Course Enrollment (Duplicated)	73	65	60	78
Course Completion Total (Duplicated)	67	62	56	74
Course Completion	**92%**	**95%**	**93%**	**95%**

Completion Total C or Better (Duplicated)	57	58	51	64
Course Completion (C or Better)	**78%**	**89%**	**85%**	**82%**
Full-Time Faculty Percentage	**100%**	**100%**	**74%**	**100%**
Full-Time Faculty Credit Hours	243	228	153	252
Part-Time Faculty Credit Hours	0	0	54	0
Program Enrollment Total (Unique Students)	36	29	34	27
Program Graduation Total (Unique Students)	3	3	6	4
Program Retention Total** (Unique Students)	16	14	11	12
Program Retention	**48%**	**54%**	**39%**	**52%**
	16/FA	**17/FA**	**18/FA**	**19/FA**
Declared Pathway	24	24	27	20
And enrolled in at least one Pathway course.	22	23	25	18
And Completed 50% or more of Pathway.	13	14	16	14
Percent of Enrolled who Completed 50% or More.	**59%**	**61%**	**64%**	**78%**
Academic Year Graduates	**11**	**3**	**3**	**6**

Programs Included: AAS.AGBU. Also, AAS.AGSC (inactive as of Spring 2019) and AAS.AGTE (inactive as of Fall 2019).
Course List: AGRI-110, AGRI-120, AGRI-122, 'AGRI-130', AGRI-172, AGRI-232, AGRI-234', AGRI-240, AGRI-297
AGRI-110, AGRI-172, AGRI-232', AGRI-234, and AGRI-297 are only offered in Spring.
Information from Three Rivers College Career Program Outputs Data.

Graph 2, below, shows the Academic Year Graduates by Degree Options. The AAS Agriculture Science option has been inactivated due to low enrollment or curriculum changes. The agriculture program's total number of AAS degrees conferred was 11 for 2015-2016, 3 for 2016-2017, 3 for 2017-2018, and 6 for 2018-2019. Enrollment trends indicate an upward trend from a previous two-year low.

Graph 2. Academic Year Graduates by Degree Options

AGRICULTURE DEGREES/CERTIFICATES CONFERRED
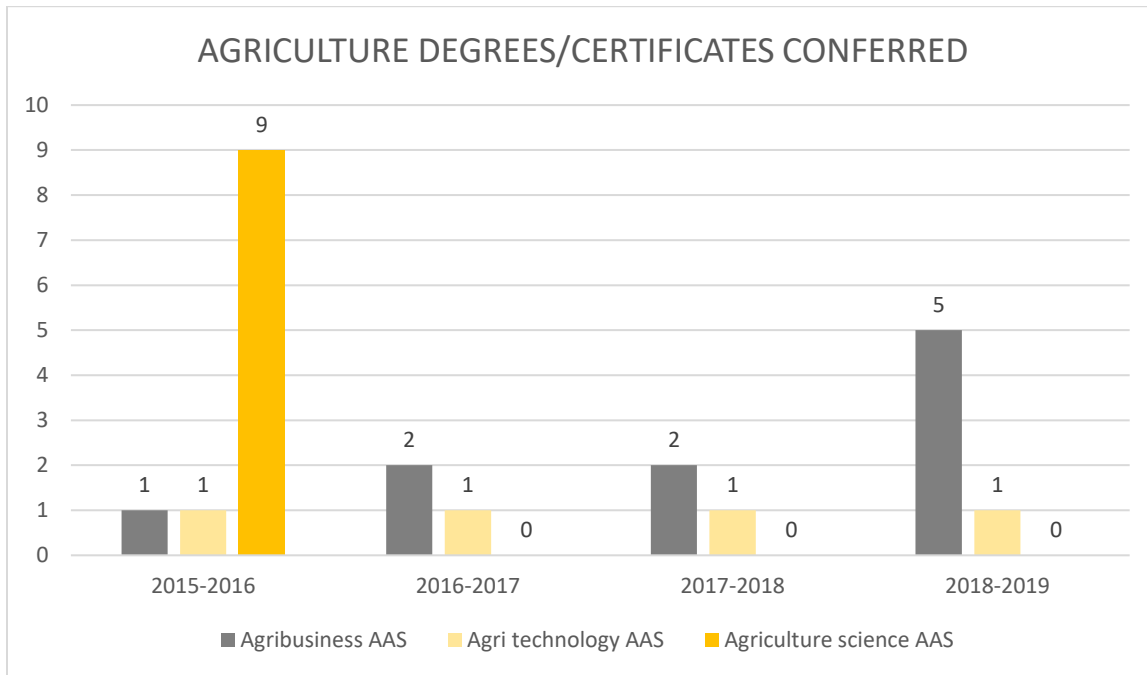
The data is from the Three Rivers College Factbook from 2016-2019.

Graph 3, below, shows the Agriculture Students by Career Program. The agriculture program's total number of students in an AAS career program was 21 in 2016, 20 in 2017, and 27 in 2018, and 22 in 2019. The data shows a steady number of students in the AAS career program over the past 4 years.

Graph 3. Agriculture Students by Career Program.
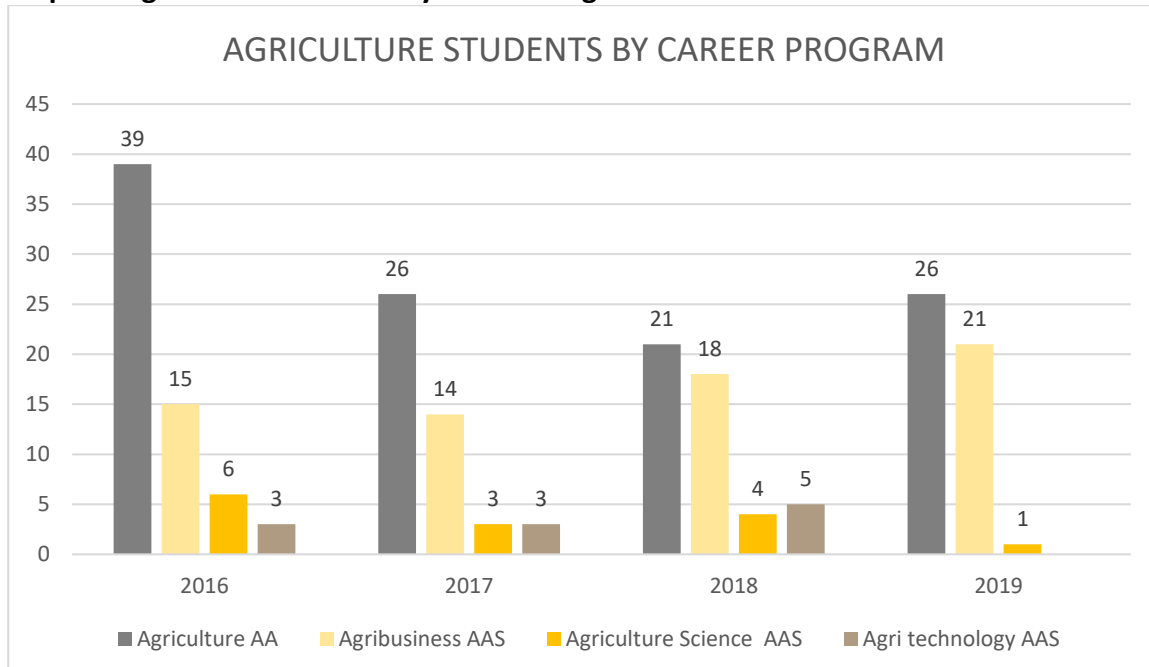
AGRICULTURE STUDENTS BY CAREER PROGRAM

The data listed is from the Three Rivers College Factbook from 2016-2019

Table 4, below, shows the course enrollment and course completion breakdowns for each core agriculture course for the program. The AGRI 110 Soil and Soil Fertility and AGRI 120 Plant Science courses have the largest number of students per year. The AGRI 122 Natural Resources Management, AGRI 130 Animal Science, AGRI 172 Integrated Pest Management, AGRI 240 Agriculture Economics, and Marketing have fewer students than the main science courses. The elective courses AGRI 232 Advance Animal Science, AGRI 234 Equine Science, AGRI 297 Agriculture Internship have the fewest students per year due to the specific subject matter. Course completion rates courses are high with no notable anomalies.

Table 4. Agriculture courses enrollment breakdown of the Agribusiness AAS Program.

COURSE BREAKDOWNS					

AGRI-110 (Soil and Soil Fertility) Course Data	16/SP	17/SP	18/SP	19/SP	20/SP
Course Enrollment (Duplicated)	27	32	20	34	30
Course Completion Total (Duplicated)	26	30	20	30	29
Course Completion	**96%**	**94%**	**100%**	**88%**	**97%**
Completion Total C or Better (Duplicated)	20	26	16	22	26
Course Completion (C or Better)	**74%**	**81%**	**80%**	**65%**	**87%**

AGRI-120 (Plant Science) Course Data	15/FA	16/FA	17/FA	18/FA	19/FA
Course Enrollment (Duplicated)	30	31	18	32	40
Course Completion Total (Duplicated)	27	29	14	27	39
Course Completion	**90%**	**94%**	**78%**	**84%**	**98%**
Completion Total C or Better (Duplicated)	23	21	12	27	35
Course Completion (C or Better)	**77%**	**68%**	**67%**	**84%**	**88%**

AGRI-122 (Natural Resource Management) Course Data	15/FA	16/FA	17/FA	18/FA	19/FA
Course Enrollment (Duplicated)	17	28	17	9	27
Course Completion Total (Duplicated)	16	24	16	8	27
Course Completion	**94%**	**86%**	**94%**	**89%**	**100%**
Completion Total C or Better (Duplicated)	15	20	14	6	23
Course Completion (C or Better)	**88%**	**71%**	**82%**	**67%**	**85%**

AGRI-130 (Animal Science) Course Data	15/FA	16/FA	17/FA	18/FA	19/FA
Course Enrollment (Duplicated)	20	14	24	23	25
Course Completion Total (Duplicated)	19	13	23	21	24
Course Completion	**95%**	**93%**	**96%**	**91%**	**96%**
Completion Total C or Better (Duplicated)	14	11	20	18	22
Course Completion (C or Better)	**70%**	**79%**	**83%**	**78%**	**88%**

AGRI-172 (Integrated Pest Management) Course Data	16/SP	17/SP	18/SP	19/SP	20/SP

Course Enrollment (Duplicated)	18	22	19	24	24
Course Completion Total (Duplicated)	15	21	19	23	21
Course Completion	**83%**	**95%**	**100%**	**96%**	**88%**
Completion Total C or Better (Duplicated)	12	16	19	23	19
Course Completion (C or Better)	**67%**	**73%**	**100%**	**96%**	**79%**

AGRI-232 (Advanced Animal Science) Course Data	**16/SP**	**17/SP**	**18/SP**	**19/SP**	**20/SP**
Course Enrollment (Duplicated)	15	15	16	15	10
Course Completion Total (Duplicated)	14	12	16	14	10
Course Completion	**93%**	**80%**	**100%**	**93%**	**100%**
Completion Total C or Better (Duplicated)	10	13	13	11	10
Course Completion (C or Better)	**67%**	**87%**	**81%**	**73%**	**100%**

AGRI-234 (Equine Science) Course Data	**16/SP**	**17/SP**	**18/SP**	**19/SP**	**20/SP**
Course Enrollment (Duplicated)	15	14	13	10	8
Course Completion Total (Duplicated)	15	13	12	10	7
Course Completion	**100%**	**93%**	**92%**	**100%**	**88%**
Completion Total C or Better (Duplicated)	11	8	11	10	6
Course Completion (C or Better)	**73%**	**57%**	**85%**	**100%**	**75%**

AGRI-240 (Agriculture Economic and Marketing) Course Data	**15/FA**	**16/FA**	**17/FA**	**18/FA**	**19/FA**
Course Enrollment (Duplicated)	24	15	18	18	21
Course Completion Total (Duplicated)	22	15	16	16	20
Course Completion	**92%**	**100%**	**89%**	**89%**	**95%**
Completion Total C or Better (Duplicated)	20	15	15	14	16
Course Completion (C or Better)	**83%**	**100%**	**83%**	**78%**	**76%**

AGRI-297 (Agriculture Internship) Course Data	**16/SP**	**17/SP**	**18/SP**	**19/SP**	**20/SP**
Course Enrollment (Duplicated)	11	8	11	5	6
Course Completion Total (Duplicated)	11	7	11	5	6
Course Completion	**100%**	**88%**	**100%**	**100%**	**100%**
Completion Total C or Better (Duplicated)	11	6	10	5	6
Course Completion (C or Better)	**100%**	**75%**	**91%**	**100%**	**100%**

Programs Included: AAS.AGBU. Also, AAS.AGSC, Agriculture Science (inactive as of Spring 2019), and AAS.AGTE, Agri technology. (Inactive as of Fall 2019).
Course List: AGRI-110, AGRI-120, AGRI-122, 'AGRI-130', AGRI-172, AGRI-232, AGRI-234', AGRI-240, AGRI-297
AGRI-110, AGRI-172, AGRI-232', AGRI-234, and AGRI-297 are only offered in Spring.
Information from Three Rivers College Career Program Outputs Data.

Enrollment Evaluation:

As a result of an evaluation of enrollment trends, several changes have been made to aid in enrollment and retention. In the past, agriculture courses were offered three days a week on a Monday, Wednesday, Friday schedule and did not align with the Forestry courses offered on Tuesday and Thursday. Students in the spring/fall semester of 2018 were given a survey of their preference of course times, days, and duration. The survey led to the change of all Agriculture and Forestry courses to be offered two days a week on a Tuesday/ Thursday schedule. The schedule change was implemented in Fall 2019. Both programs require core courses in plant and soil science so aligning course availability on the same days of the week benefited all students

All agriculture courses are offered through the ITV modality at the main campus and can be accessed by all off-campus locations with ITV capabilities. A fully online modality for agriculture courses in the AA (Associates of Arts) (Associates of Arts) degree is expected to be implemented in Spring of 2022to aid in increasing enrollment and retention. The online modality for the AA degree will benefit students in the AAS program because of the same core AGRI courses. This can potentially aid in increasing enrollment.

The Communications and Recruitment departments held TRC virtual tours highlighting several programs Three Rivers College offers. The Agriculture and Forestry programs participated in this new recruitment strategy on 5-1-2020 and 9-28-2020. The virtual tour was hosted through ZOOM by the Welcome Center, Davina Bixby, Coordinator, Admissions & Recruitment, and the Agriculture and Forestry Faculty. Unfortunately, there were no participants in either session. There will be future meetings planned to discuss recruiting initiatives for agriculture and forestry.

The Agriculture and Forestry program, the SMSS, and CWDE Department annually host a Missouri DESE (Department of Elementary and Secondary Education) STEM event in December 2019 for middle school students. This recruitment opportunity allows middle school students to explore various STEM fields, including agriculture and forestry.

In efforts to increase enrollment and retention in the agriculture program, there may be viable options to offer articulated or dual credit courses to the surrounding high schools. A partnership would help strengthen bonds with our local high schools and may aid in enrollment and retention rates.

Progress & Completion:

At present, there is no benchmark for the program. Students of the program do take the Technical Skills Assessment (TSA) exam before graduating. Data from the TSA exam has not been utilized for benchmark purposes. The TSA exam will be investigated as a potential benchmark.

One attrition point is those students who begin the AAS program then change to the AA transfer pathway to continue their education at other institutions. Another attrition point involves student's work and life obligations.

All agriculture courses have a face-to-face ITV modality on a Tuesday and Thursday schedule. Currently, there are no other modalities to make a comparison. A fully online agriculture degree is in development for implementation in Spring 2022. Once the online degree program development is complete, a comparison between online and ITV modalities will be evaluated.

Curriculum changes over the past few years have improved program completion rates. The program's curriculum will continue to be reviewed and revised. The focus for faculty is to implement a comprehensive approach to advising and monitoring students as they enter the program. Expanding online modality options may help both retention and completion by giving students more flexibility to balance personal, academics, athletics, and other commitments. The present goal is to survey students, identify barriers, and implement a plan to increase student success.

Student Learning Outcomes Assessment:

The AAS Agribusiness program's student learning outcomes have not been assessed since 2016-2017. The current program and course learning outcomes do not reflect the intended outcomes to be achieved. The courses are not mapped nor aligned to the program outcomes. There is not a rubric to assess the program outcomes.

In working with the Office of Institutional Effectiveness, new program outcomes, program outcome rubric, and course learning outcomes have been developed and mapped for alignment. The proposed outcomes will go through the curriculum committee in 2021-2022. Both the current and newly proposed program outcomes are presented in this report. Future meetings will be planned with the Office of Institutional Effectiveness to discuss the evaluation of the Student Learning Outcome Assessment.

Assessment plans for the agriculture program's student learning outcomes have been updated and will be reviewed regularly. To keep a relevant curriculum, textbooks and other learning materials will be updated every three years. Student learning outcomes will be reviewed when updating course content and when results from SLO assessments indicate areas in need of improvement.

Due to the lack of student learning outcome assessment since 2016-2017, no data had been collected and analyzed for areas of improvement in the program. The program's Advisory Board, Department Chair, Faculty, and Adjunct recommendations have led the curriculum revisions. Data from the newly implemented SLO (Student Learning Outcomes) assessment plan in Fall 2020 and Spring 2021 will be analyzed for areas of improvement.

Although there is no previous data to compare to, there have been numerous improvements made to the agriculture program. For the 2020-2021 planning year, using the enhancement grant amount of $187,206, Three Rivers College was able to update technology and equipment for use in all the agriculture and forestry courses. The main objective for this project is to engage students in activities on the college farm which stimulated real-world experiences, so students have the knowledge, skills, and practical experience when entering the workforce. By using the farm as a learning laboratory, students will be involved in every aspect of farm and forestry management which include facilities maintenance, small scale construction, plant propagation, animal health management, soil analysis, crop pest control, resource conservation, business management, facilities maintenance and much more. These activities align with the course learning outcomes and improve student learning engagement.

For the 2020 planning year, the agriculture program was able to purchase equipment to be used in all agriculture courses through the enhancement grant for $396,250. The equipment included two tractors for demonstration purposes, feed troughs for laboratory animals, a hay tedder for baling hay for lab animals, working facilities with a large animal scale, a watering system for lab animals, a barn repair kit, an equipment storage kit, a hay storage system, electrical fencing, and new laboratory animals were purchased. By the time agriculture supplies were received the colder winter months prevented class trips to the farm to see or use the new equipment. When spring 2020 came, our college was closed, and any field trips were canceled due to covid-19.

The AGRI and FRST classes were able to take a field trip in the fall 2020 semester on September 15, 2020. There were seventeen students in attendance. Students were able to tour the Fairdealing farm's new facilities, laboratory animals, equipment, and learn about the current beef cattle operation. Future class trips and laboratory events at Fairdealing and Sikeston hemp research plots will be scheduled for FY21. An itemized list has been uploaded to the document library in SPOL of all the enhancement grant purchases.

Without student learning outcome data to analyze, there is no formal method to track how changes have affected student learning. Along with curriculum changes, updates to the facilities, equipment, and technology, and the college farm over the past three years have improved student learning through engagement. A summary of these updates is found in the Adequacy of Facilities, Equipment, and Technology section of this report.

Program Learning Outcome Assessment:

The program learning outcomes have not been assessed since 2016-2017. The current program learning outcomes do not reflect the intended outcomes to be achieved. In working with the

Office of Institutional Effectiveness, new program outcomes and program outcome rubric have been developed and mapped for alignment during 2020-2022.

The current AAS Agribusiness program outcomes were designed by former faculty. There have been several changes and updates to the curriculum of the program. The current program outcomes are not mapped and do not have an assessment rubric.

The proposed AAS Agribusiness program outcomes have been developed by the faculty, department chair, advisory board and are guided by the Office of Intuitional Effectiveness. The four proposed program outcomes are mapped and aligned with an assessment rubric in the tables below.

Course Mapping
AAS, Agribusiness: Program Outcomes Mapping

Program Outcome 1: Examine principles of plant, animal, and soil science.	
Course	**Course Learning Outcome (CLO)**
AGRI 110 Soils & Soil Fertility	Evaluate the functions of soil in the ecosystem, its formation from parent material, and classifications.
	Examine soil architecture characteristics and its relationship to water, air, and temperature.
	Relate soil colloids, pH, organisms, and organic matter examining their productivity affect.
	Assess a soil nutrient test to determine the amendments needed for optimum plant growth.
AGRI 120 Plant Science	Examine plant science history, current trends, issues, and the subsequent impact on the ecosystem.
	Analyze external and internal structures of higher plants.
	Evaluate the stages of plant growth and development with emphasis placed on plant chemistry, photosynthesis, and respiration.
	Relate mendelian concepts to techniques for plant improvement.
	Prepare a weed and crop collection with emphasis placed on floral, forage, row, and vegetable crops.
AGRI 130 Animal Science	Classify cattle, sheep, swine, and horses with emphasis placed on family, genus, and species.
	Compare specific breeds of beef cattle, dairy cattle, sheep, swine, and horses.
	Evaluate digestive processes of ruminant and monogastric species to determine nutritional needs.
	Prepare disease prevention plans for cattle, sheep, swine, and horses.
AGRI 172 Integrated Pest Management	Compare and contrast pesticides and alternative control methods.
	Evaluate toxicity, handling procedures, and the legal use of pesticides.
	Examine a pesticide label and correctly recommend a pesticide according to label directions.
	Prepare for pesticide applications using correct spray mix formulations and equipment calibrations.
	Assess the various classes of pesticides based on their modes of action.
AGRI 240 Agriculture Economics & Marketing	Compare and contrast physical and financial measures of food production profitability.

Program Outcome 2: Apply analytical and critical thinking skills in relation to agribusiness management.	
Course	**Course Learning Outcome (CLO)**
AGRI 110 Soils & Soil Fertility	Relate soil colloids, pH, organisms, and organic matter examining their productivity affect.
	Assess a soil nutrient test to determine the amendments needed for optimum plant growth.
AGRI 120 Plant Science	Analyze external and internal structures of higher plants.
	Prepare a weed and crop collection with emphasis placed on floral, forage, row, and vegetable crops.
AGRI 130 Animal Science	Compare specific breeds of beef cattle, dairy cattle, sheep, swine, and horses.
	Prepare disease prevention plans for cattle, sheep, swine, and horses.
AGRI 172 Integrated Pest Management	Compare and contrast pesticides and alternative control methods.
	Evaluate toxicity, handling procedures, and the legal use of pesticides.
	Examine a pesticide label and correctly recommend a pesticide according to label directions.
	Prepare for pesticide applications using correct spray mix formulations and equipment calibrations.
	Assess the various classes of pesticides based on their modes of action.
AGRI 240 Agriculture Economics & Marketing	Evaluate macroeconomics and microeconomics as they relate to food production.
	Assess financial policies affecting agribusiness.
	Compare and contrast physical and financial measures of food production profitability.
	Examine the basic principles involved in futures trading.
	Evaluate economic indicators of world food supply and demand to include business types, competition, and world trade.

Program Outcome 3: Form technical knowledge and professional skills in relation to agricultural industries.	
Course	**Course Learning Outcome (CLO)**
AGRI 110 Soils & Soil Fertility	Evaluate the functions of soil in the ecosystem, its formation from parent material, and classifications.
	Examine soil architecture characteristics and their relationship to water, air, and temperature.
	Relate soil colloids, pH, organisms, and organic matter examining their productivity affect.
	Assess a soil nutrient test to determine the amendments needed for optimum plant growth.
	Analyze external and internal structures of higher plants.

Course	Course Learning Outcome (CLO)
AGRI 120 Plant Science	Evaluate the stages of plant growth and development with emphasis placed on plant chemistry, photosynthesis, and respiration.
	Prepare a weed and crop collection with emphasis placed on floral, forage, row, and vegetable crops.
AGRI 130 Animal Science	Prepare disease prevention plans for cattle, sheep, swine, and horses.
AGRI 172 Integrated Pest Management	Compare and contrast pesticides and alternative control methods.
	Evaluate toxicity, handling procedures, and the legal use of pesticides.
	Examine a pesticide label and correctly recommend a pesticide according to label directions.
	Prepare for pesticide applications using correct spray mix formulations and equipment calibrations.
	Assess the various classes of pesticides based on their modes of action.
AGRI 240 Agriculture Economics & Marketing	Evaluate macroeconomics and microeconomics as they relate to food production.
	Assess financial policies affecting agribusiness.
	Compare and contrast physical and financial measures of food production profitability.
	Examine the basic principles involved in futures trading.
	Evaluate economic indicators of world food supply and demand to include business types, competition, and world trade.

Program Outcome 4: Demonstrate written and verbal communication to effectively work in agricultural professions.	
Course	Course Learning Outcome (CLO)
AGRI 110 Soils & Soil Fertility	Assess a soil nutrient test to determine the amendments needed for optimum plant growth.
AGRI 120 Plant Science	Prepare a weed and crop collection with emphasis placed on floral, forage, row, and vegetable crops.
AGRI 130 Animal Science	Prepare disease prevention plans for cattle, sheep, swine, and horses.
AGRI 172 Integrated Pest Management	Examine a pesticide label and correctly recommend a pesticide according to label directions.
AGRI 240 Agriculture Economics & Marketing	Assess financial policies affecting agribusiness.
	Compare and contrast physical and financial measures of food production profitability.
	Evaluate economic indicators of world food supply and demand to include business types, competition, and world trade.

Three Rivers College Agriculture Program Program Outcomes Rubric				
	I	**II**	**III**	**IV**
Examine principles of plant, animal, and soil science. *(Includes the biological, physical, social, and principles relatively to each field of study)	Fails to examine the biological, physical, and social principles of plant, animal, and soil science.	Examines one and/or two principles of plant, animal, or soil science but not all three.	Examines principles of plant, animal, and soil science with minor errors and/or assistance required.	Examines principles of plant, animal, and soil science.
Apply analytical and critical thinking skills in relation to agribusiness.	Fails to apply analytical and critical thinking skills in relation to agribusiness.	Applies analytical and critical thinking skills but fails to connect problem-solving abilities to agribusiness contextually.	Apply analytical and critical thinking skills in relation to agribusiness with minor errors and/or assistance required.	Applies analytical and critical thinking skills in relation to agribusiness.
Form technical knowledge and professional skills in relation to agricultural industries.	Fails to form technical knowledge and professional skills in relation to agricultural industries.	Forms technical knowledge but lacks the professional skills to related information within the agricultural industry.	Forms technical knowledge and professional skills in relation to agricultural industries with minor errors and/or assistance required.	Forms technical knowledge and professional skills in relation to agricultural industries.
Demonstrate written and verbal communication to effectively work in agricultural professions.	Fails to demonstrate written and verbal communication to effectively work in agricultural professions.	Demonstrates either written or verbal communication effectively to work in agricultural professions, but not both.	Demonstrates written and verbal communication to effectively work in agricultural professions with minor errors and/or assistance required.	Demonstrates written and verbal communication to effectively work in agricultural professions.

The Agriculture Program's learning outcomes assessments will be conducted in Fall 2020. The courses assessed include AGRI 110 Soil and Soil Fertility, AGRI 120 Plant Science, AGRI 130 Animal Science, and AGRI 172 Integrated Pest Management. Each of the student learning outcomes assessment is mapped and aligned to its corresponding proposed program outcome to avoid any duplication of content within courses.

The courses in the program are sequenced for a full-time student to complete in two years. Currently, all AGRI courses have a face-to-face ITV modality to reach the college's external locations. Online courses are currently being developed to aid enrollment, retention, and expand the modality offering of the courses. A fully online AA in Agriculture degree option is scheduled to be implemented in 2022. The program allows students to develop management and technical skills to enter an agriculture-related industry or production.

Job Placement:

The Agriculture Program's employment rates are shown in table 5, below. The information in the report was gathered from the past three MOSIS Reporting years by Three Rivers Career Services Coordinator. For 2018-2019: The AAS.AGBU cohort had a related or nonrelated employment rate of 40% and had a 60% rate for continuing education. The AAS.AGTE cohort had a 100% rate for continuing education. For 2017-2018: The AAS.AGBU and AAS.AGTE cohorts both had a 100% rate for continuing education. For 2016-2017: the AAS.AGBU and AAS.AGSC cohorts both had a 100% rate for continuing education.

Table 5. Agriculture Employment Rates by Program or Certificate

MOSIS REPORTING 18-19 (December 18 and May 19 Graduates). ***Based on those who responded.						
Program	Number of Graduates	Number of Responses	% Employed Related	% Employed Non-Related	% Employed Related and Non-Related	Furthering Education
AAS.AGBU	5	5	20%	20%	40%	60%

AAS.AGTE	**1**	**1**	**0%**	**0%**	**0%**	**100%**

MOSIS REPORTING 17-18 (December 17 and May 18 Graduates)
***Based on those who responded.**

Program	Number of Graduates	Number of Responses	% Employed Related	% Employed Non-Related	% Employed Related and Non-Related	Furthering Education
AAS.AGBU	2	1	0%	0%	0%	100%
AAS.AGTE	1	1	0%	0%	0%	100%

MOSIS REPORTING 16-17(**December 16 and May 17 Graduates**)
***Based on those who responded.**

Program	Number of Graduates	Number of Responses	% Employed Related	% Employed Non-Related	% Employed Related and Non-Related	Furthering Education	% Of Other
AAS.AGBU	2	1	0%	0%	0%	100%	0%
AAS.AGSC	3	3	0%	0%	0%	100%	0%

According to the Bureau of Labor Statistics, employment in farming, fishing, and forestry occupations is projected to show little or no change from 2019 to 2029. Projected increases in some agricultural worker occupations and for fishing and hunting workers will be offset by declines in logging occupations. One of the major challenges according to the Bureau, is farming, fishing, and forestry occupations was one of the lowest-paid occupational groups, with a median annual wage of $27,180 in May 2019 compared to the median annual wage for all occupations of $39,810. Information on career occupation is sourced from the Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Farming, Fishing, and Forestry occupations ahttps://www.bls.gov/ooh/farming-fishing-and-forestry/home.htm# (visited November 21, 2020).

The program's advisory board had several suggestions for the program to better prepare graduates to enter the workforce. One suggestion is to offer practical skills or a farm management course. The skills employers are looking for include welding, basic mechanical maintenance on tractors and other equipment (checking oil, changing oil filters, etc.), driving tractors, etc. Member mention graduates going into agriculture do not have these skills and they are needed to help them in the workforce. As seen in the changes in the curriculum section of this report, there have been many adjustments to the program bases on advisory board recommendations. There has not been any feedback from employers at this time.

Annually all the agriculture and forestry students partner with the University of Missouri Extension Council is hosting the Heartland Agriculture Expo. Students get to work directly with Extension, local businesses, both state and federal organizations, and more by helping host the event. Several Three Rivers Alumni who worked the past Ag Expo are now representing companies in their own vendor's booth.

The course AGRI 297 Agriculture Internship offers the student to have supervises on-the-Job training in a selected agribusiness position. Students spend 120 hours on the job during the semester. This course allows students to explore potential career interests and helps them develop the professional skills needed in the workplace.

Continuous Improvement Planning:

Action Plan Objective	Timeline	Responsible Party	Resources required.
Curriculum Improvements (AG& Related Programs)	2020-2021	Traven Crocker, Agriculture Faculty	Office of Institutional Effectiveness Distance learning Committee Curriculum Committee
Improve Program SLOs FY21 (Enhancement Grant)	2020-2021	Traven Crocker, Agriculture Faculty	Office of Institutional Effectiveness Distance learning Committee Curriculum Committee
Increase Enrollment FY21	2020-2021	Traven Crocker, Agriculture Faculty	Office of Institutional Effectiveness Distance learning Committee Curriculum Committee Recruitment

Section III
Analysis of the Program

Articulation (If applicable):

The Agribusiness AAS Program has a three-plus-one articulation agreement with Central Methodist University. Students will have 3 years of course work through Three Rivers College and 1 year of course work with Central Methodist University. This agreement is beneficial for students, especially athletes on the rodeo team. CMU also has a rodeo team. Students enrolled in the Agribusiness AAS program have the option to continue both their education and athletic activities at CMU through this articulation agreement.

Transfer Rates (If applicable):

Transfer rates are not applicable for this program. However, several of our graduates in the job placement section of this report indicated they are continuing their education. Information on the programs they seek admission to is not available.

In 2018-2019 there were 5 graduates in the AAS.AGBU degree option. All responded and three of five graduates are furthering their education. There was 1 graduate AAS.AGTE degree option. This student also indicated furthering education.

In 2017-2018 there were 2 graduates in the AAS.AGBU degree option. Only one responded and indicated furthering education. There was 1 graduate AAS.AGTE degree option. This student also indicated furthering education.

In 2016-2017 there were 2 graduates in the AAS.AGBU degree option. Only one responded and indicated furthering education. There were 3 graduate AAS.AGSC degree option. All responded and were furthering their education.

If graduates choose to continue their education rather than joining the workforce as the degree is designed, there will be barriers. Students who wish to transfer to a 4-year institution will have to take a large majority of their general education courses at another institution. The cost for these graduates will be greater. This barrier can be prevented, to some extent, during the advising process. Faculty advisors do inform students of these obstacles. If the student is unsure and leaning toward furthering education, then a transfer pathway AA, Agriculture is advised for transfer.

Changes in Curriculum:

- 2016-2017-No curriculum changes.

- 2017-2018
    - AGRI 299 Problems in Agriculture - Paperwork was submitted to deactivate this course. The class is no longer offered.
- 2018-2019
    - Precision Agriculture (One-year Certificate): The one-year certificate in Precision Agriculture will no longer be offered as a degree option in the catalog. We will maintain the A.A., Agriculture and the A.A.S., Agriculture degree options and will continue to offer AGPR 115 Introduction to Precision Agriculture within these degrees per our advisory committee's advice.
    - Environmental Horticulture (AA): The Environmental Horticulture AA will no longer be offered in the college catalog due to low enrollment. In 2017-2018, one student graduated with this degree. We will maintain the AGRI 260 General Horticulture course for the agriculture curriculum. No other courses within this degree program need revision or cancellation.
    - AGPR 115 Introduction to Precision Agriculture: With the deactivation of the Precision Agriculture one-year certificate, we no longer need the AGPR prefix for this course. Changing the prefix to AGRI will bring cohesiveness to the program by listing it with the other agriculture course options.
    - AGPR 116 Computer Application to Agriculture: Deactivation of course. This course belongs to the Precision Agriculture one-year certificate that is being deactivated and is not required for any other program.
    - AGPR 215 Advanced Precision Agriculture: Deactivation of course. This course belongs to the Precision Agriculture one-year certificate that is being deactivated and is not required for any other program.
    - AGPR 225 Agricultural Chemical Application Systems: Deactivation of course. This course belongs to the Precision Agriculture one-year certificate that is being deactivated and is not required for any other program.
    - AGRI 100 Introduction to Agribusiness Systems: Deactivation of course. AGRI 100 has not been offered in many years and is not transferable.
    - Agriculture Systems, Agribusiness Option, AAS: Program revision will align the agribusiness option with a partnership between Central Methodist University and Three Rivers College. These changes will result in TRC students' ability to graduate from the poplar bluff campus with a 4-year agriculture degree through CMU.
    - AGRI 110: Soils and Soil Fertility: Addition of laboratory. By adding a laboratory component to this course, we increase the transferability of the course. Specifically, we are complying with standards by Central Methodist University and Arkansas State University.
    - AGRI 130: Animal Science: Addition of laboratory. By adding a laboratory component to this course, we increase the transferability of the course.

Specifically, we are complying with standards by Central Methodist University, Arkansas State University, Missouri State University, and the University of Missouri.

- o Agriculture, AA: Program revision will align the agriculture associate degree with the partnership between Central Methodist University and Three Rivers College. This is also an improvement for transferability to other 4-year institutions.
- o Agriculture Science AAS - The Agriculture Science AAS will be deactivated due to low enrollment. The Agriculture Business option will still be available.
- o Agriculture Technology, AAS: The Agriculture Technology AAS will be deactivated due to low enrollment. The Agriculture Business AAS will still be available.

- 2019-2020
  - o AA Agriculture: Due to the new articulation agreement with SEMO, the AA, Agriculture program grid had to be altered in the following way. We added EDUC 201 Teaching Profession with Field Experience and ACCT 211 Principles of Accounting I as options in the agriculture elective box. We also now require AGRI 240 Agriculture Economics and Marketing in the program grid. The grid was implemented in the fall of 2020.
  - o The prerequisite of "READ 02 or Reading placement of ENGL 111" was added to several agriculture courses to ensure students will have the necessary skills to read and understand the material required to be successful in the course. The list of courses includes.

    - AGRI 110 Soil and Soil Fertility
    - AGRI 115 Introduction to Precision Agriculture

    - AGRI 120 Plant Science

    - AGRI 122 Natural Resource Management
    - AGRI 130 Animal Science

    - AGRI 172 Integrated Pest Management
    - AGRI 234 Equine Science
    - AGRI 240 Agriculture Economics and Marketing
    - AGRI 270 Agriculture Systems Management

  - o AGRI 232: Advanced Animal Science - Textbook change. Updating textbook to a newer edition that provides online learning resources needed for future Blackboard shell improvements.
  - o AGRI 297: Agriculture and Forestry Internship - Add prerequisite "Instructor Consent" to allow agriculture/forestry faculty to assess the student's chosen internship or to place the student into an appropriate internship before enrollment in the course. The number of credit hours was reduced from 6 to 3 credits based on advice from our advisory board to continue to offer the course within the AAS degree for Forestry. By reducing the number of credit hours, we have kept the required hours for the degree to 60-61. The course is indicated in

fall and spring in the catalog to better accommodate students and our community partner internships.

- 2020-2021
    - o AGRI 240 Agricultural Economics and Marketing - We upgraded the textbook, added an online modality, and updated the student learning outcomes.
    - o Approval of AGRI 240 changes occurred on 9/28/2020. President's approval is attached in the document library.
    - o AGRI 194: Career Portfolio Development - We have deleted this course from all program grids in favor of the students taking the GNST 104 Career Exploration course.
    - o AGRI 260 General Horticulture - We have removed this course from all program grids and have deactivated the AAS, Environmental Horticulture degree option. We will no longer need to offer this course.
    - o AGRI 190 World Foods & Society - We have removed this course from all program grids due to the removal of the valuing category on the Core 42 page. We no longer need to offer this course.
    - o AGRI 110: Soils & Soil Fertility - We are upgrading the textbook to the newest edition, adding online modality, and updating our student learning outcomes. This course has not been updated in many years and we expect positive results from our efforts.

External Needs Assessment:

The AAS, Agribusiness program has its own advisory board that meets annually. The last advisory meeting was on January 14th, 2021. The agriculture curriculum is reviewed and assessed based on the local community, state, and federal needs. Upcoming technology and workforce needs are key topics discussed in the meetings. The advisory committee consists of a diverse group of industry professionals from local and state agencies and businesses. Our current board members are listed in the table below for reference. A summary of recommendations is in the External Accreditation & Documentation section of this report. The meeting minutes from the past two years are attached as a separate document.

Advisory Member	Position	Contact Info
Michael Gross	TRC Ag Alum	mgross@nwcable.net
Michelle Gross	USDA Missouri	Michelle.gross@mo.usda.gov
Brian Maddox	Missouri Dept of Conservation	Brian.maddox@mdc.mo.gov
Brent Summers	USDA Missouri	Brent.summers@mo.usda.gov
Vacant-Jane Mobley from Mark Twain will pick someone to fill in	US Forestry Service	Jane.mobley@usda.gov
Shannon Bradley	Farm Credit	Shannon.bradley@farmcreditsemo.com
John Acre	Baker Implement	John.acre@bakerimplement.com
Sarah Denkler	UMC Extension Service	denklers@missouri.edu

Steve Paes	Missouri Dept of Conservation	Steve.paes@mdc.mo.gov
Brad Pendley	Forestry Wildlife Service	Brad_pendley@fws.gov
Brandon Ray (2019)	Nutrien Ag	Brandon.ray@nutrien.com
Charlie Besher (2019)	Kiefner Brothers	charliebesher@kiefnerbrothers.com
Trey Wilson (2020)	Wilson Farms	treywilsonfarms@sbcglobal.net
Sam Felter	Sikeston farmer	jolenefelter@yahoo.com

Adequacy of Facilities, Equipment, and Technology:

The agriculture program has access to the college farm in Fairdealing, which stimulates real-world experiences, so students have the knowledge, skills, and practical experience when entering the workforce. By using the farm as a learning laboratory, students will be involved in every aspect of farm and forestry management which include facilities maintenance, small scale construction, plant propagation, animal health management, soil analysis, crop pest control, resource conservation, business management, facilities maintenance and much more. The college farm also has several barns, and equipment storage shed to house the program's equipment. There is a working beef cattle operation, a rodeo arena, an equine facility that is utilized by the rodeo team, and animal and equine science courses. At the Sikeston campus, the agriculture program has access to research test plots which have been utilized in several courses involved in researching the viability of industrial hemp. At the poplar bluff campus, there are newly upgraded classrooms and ample storage areas for agriculture and forestry supplies. There are standard and ITV-equipped classrooms with modern equipment at the main and off-campus locations.

Impact of Resources to Support Teaching and Learning:

The agriculture program has adequate faculty. There is one full-time faculty member responsible for the credit hours, as seen in table 4, and one agriculture lab assistant.

The total revenue for the agriculture program in 2020 was $123,491.00 with a total expense of $49,322.89 and generated an income of $74,168.11. Given that agriculture has a 60% margin for 2020 the programs are deemed to be financially viable to Three Rivers College. Viability is unlikely to change unless the program suffers an extremely large loss of enrollment. Additionally, agriculture had 679 credit hours billed in the fiscal year 2020. Program enrollment will be monitored for any substantial changes that may impact viability. The agriculture program is also reliant on grants for equipment. The program received $189,899.53 in grant funds in FY20/FY21. Should these grants be reduced or eliminated, program viability will be affected. This may be a remote possibility but should be considered. The program viability reports were run for the semesters of 19/SU, 19/FA, 20/WI 20/SP, and 20/SU. The period for the reports was 3/1/19 until 8/24/20. The table below has an itemization of the viability report for the agriculture program. The program viability reports were completed by the financial services of Three Rivers College.

Agriculture Program Viability Report

Revenue

Tuition $82,072.00

Common Fee $27,839.00

Distance Learning Fee $13,580.00

Total Revenue $123,491.00

Program Generated Income
Margin 60%

Expenses

Salary $36,589.95

Benefits $12,732.94

Total Expenses $49,322.89

$74,168.11

There are currently no identifiable areas within the program that could reduce expenses for students. The program does accept donations of supplies to try and offset the need to purchase. The agriculture program is on the obsolescence plan for large equipment purchases.

The cost of the agriculture program is proportionate to the eventual prevailing wages. The tuition for the program is listed under the program cost section of this report. Table 6, below, is from the U.S. Bureau of Labor Statistics shows several examples of earnings by operation.

Table 6. Earnings by Occupation.

Earning by Occupation Data series	Wages, 2019			
	Hourly		Annual	
	Median	Mean	Median	Mean
Agricultural equipment operators	$14.43	$15.30	$30,010	$31,820
Farmworkers and laborers, crop, nursery, and greenhouse	$12.13	$13.11	$25,230	$27,280
First-line supervisors/managers of farming, fishing, and forestry workers	$22.15	$24.55	$46,060	$51,060
Logging equipment operators	$20.55	$20.72	$42,750	$43,090

(Source: Occupational Employment Statistics)

Evaluation of Resources to Support Teaching and Learning:

The AAS Agribusiness Program has adequate faculty, staff, and is deemed viable. However, the program relies on grants for equipment and technology upgrades. The program received $189,899.53 in grant funds in FY20/FY21. The loss of these grants may reduce or eliminate the program's viability. In turn, this may negatively impact student learning, enrollment, and retention. Transferability rates may also be impacted because the equipment and technology are shared with both the AAS and AA degree options. Loss of Enhancement Grant is a remote

possibility but should be considered. The program has undergone major changes and for the short term may be reliant on Enhancement grant funding for improving student learning. A long-term goal of the program would be to gradually reduce reliance upon Enhancement Grants while evaluating other sustainable funding methods.

The plan for continuous improvement includes continued curriculum revisions, improve program SLO, to increase enrollment and retention. The program coordinator will work with the Office of Institutional Effectiveness, Distance Learning Committee, Curriculum Committee, and Recruitment to implement these improvements in 2021-2022

Professional Development:

There are no professional development requirements to maintain a certificate/license for the AAS Agribusiness Program. The program coordinator has completed Quality Matter Training: Teach Online Learning workshop during the spring semester of 2020. The workshop was in preparation for developing online options for the agriculture courses in the AA transfer pathway and AAS. Agribusiness pathways.

The focus has been revising the agriculture and forestry programs curriculum, program outcomes, student learning outcomes, course-level outcomes, course mapping, assessments, and developing online courses. As these tasks are wrapping up, more time will be devoted to seeking out professional development opportunities to enhance student learning for both the program coordinator and part-time faculty. Department funds for part-time faculty to obtain Quality Matters Training are available if needed.

The department chair and program coordinator have met with a representative from DESE (Department of Elementary and Secondary Education) to discuss new degree options and student involvement with the National Professional Agricultural Student Organization (PAS). The organization is a student-led organization that allows students to build and sharpen their skills through competitive style learning and real-life application. Students can become skilled professionals and prepared to work in all areas of the agriculture industry. PAS is one of the 11 career and technical student organizations that has been approved by the U. S. Department of Education as an integral part of career and technical education.

External Accreditation & Documentation:

The AAS, Agribusiness program has its own advisory board that meets annually. The last advisory meeting was on January 14th, 2021. The agriculture curriculum is reviewed and assessed based on the local community, state, and federal needs. The advisory committee consists of a diverse group of industry professionals from local and state agencies and businesses. Our current board members are listed in the table below for reference.

Advisory Member	Position	Contact Info
Michael Gross	TRC Ag Alum	mgross@nwcable.net
Michelle Gross	USDA Missouri	Michelle.gross@mo.usda.gov
Brian Maddox	Missouri Dept of Conservation	Brian.maddox@mdc.mo.gov
Brent Summers	USDA Missouri	Brent.summers@mo.usda.gov
Vacant-Jane Mobley from Mark Twain will pick someone to fill in	US Forestry Service	Jane.mobley@usda.gov
Shannon Bradley	Farm Credit	Shannon.bradley@farmcreditsemo.com
John Acre	Baker Implement	John.acre@bakerimplement.com
Sarah Denkler	UMC Extension Service	denklers@missouri.edu
Steve Paes	Missouri Dept of Conservation	Steve.paes@mdc.mo.gov
Brad Pendley	Forestry Wildlife Service	Brad_pendley@fws.gov
Brandon Ray (2019)	Nutrien Ag	Brandon.ray@nutrien.com
Charlie Besher (2019)	Kiefner Brothers	charliebesher@kiefnerbrothers.com
Trey Wilson (2020)	Wilson Farms	treywilsonfarms@sbcglobal.net
Sam Felter	Sikeston farmer	jolenefelter@yahoo.com

During the 2020 advisory meeting, the committee evaluated old and new program grids based on suggestions in 2019. The committee also discussed plans for the college farm in Fairdealing and hiring for a position to help with the intensive grazing program. The research hemp plots at the Sikeston campus were also discussed. A request for adding a Crop and Soil Science degree option were presented but the committee did not feel a crop/soil degree option is necessary for our curriculum. They are satisfied with the two current degree options. There was also a discussion of two students who wish to add courses in welding, green diesel, etc. to the agribusiness degree. The committee did not feel it was time to add a farm mechanics option to agriculture degree offerings. It is planned to review this option if more student interest is presented.

The recommendations for the agriculture program are to keep AGRI 297 Agriculture Internship as a requirement for the AAS degree. The committee also suggested reducing the number of credit hours for AGRI 297 from 6 credits to 3 credits. The final suggestion is to include more agriculture representation on the committee.

During the 2018 advisory meeting, the committee reviewed the removal of the Precision Agriculture one-year certificate and condensing the classes down to just one 3 credit hour class. They also reviewed the complete revision of the curriculum for the Agriculture Systems AAS degree options. The program's advisory board had several suggestions for the program. The skills employers are looking for include welding, basic mechanical maintenance on tractors and other equipment (checking oil, changing oil filters, etc.), driving tractors, etc. The advisory

board said graduates going into agriculture do not have these skills and they are needed to help them in the workforce. It was also recommended the plant and soil courses have a required laboratory to give students more hands-on experience. Suggested business courses include those that teach the students about tax returns, cash flows, financial statement analysis, and balance sheets. As seen in the Changes in the Curriculum section of this report, there have been many adjustments to the program based on advisory board recommendations. There has not been any feedback from employers at this time.

The minutes of the Agriculture and Forestry Advisory board meeting are attached as a separate document.

Progress Report:

The agriculture program had undergone a metamorphic change since the hiring of a new Department Chair and Agriculture and Forestry Program Coordinator. There have been numerous changes to the curriculum, deletion of unnecessary degree options, and improvements to course, course modality, equipment, and technology. As with any major revision, there will be a need to be additional improvements to the program moving forward. The future focus will be to expand online modality offerings, strengthen numbers in enrollment, retention, graduation, update and expand articulation agreements, work toward fully utilizing the college farm as the learning lab, and continue to evaluate the program to ensure the success of students learning.

Section IV
External Review of the Program

Findings in this report have not yet been shared with the Advisory board. The next meeting is scheduled for January 2022.

Section V
Final Report of Findings

The final stage of program review is reporting your findings to the Cabinet and Faculty-at-Large. This will be coordinated by the Office of Institutional Effectiveness.

SUPPLEMENTARY DOCUMENTS FOR THE PROGRAM REVIEW FOR AGRICULTURE

The Three Rivers College Factbook from 2016-2019.

The bureau of labor and statistics for the agriculture, forestry, fishing, and hunting sector consists of these subsectors: **https://www.bls.gov/iag/tgs/iag11.htm.**

Agriculture/Forestry Advisory Committee Meeting Minutes

January 14, 2021

Attendees: Brian Mattox, Brandon Ray, Sarah Denkler, John Acre, Charlie Besher, Shelia Inman, Sam Felter, David Buxton, James Gracey, Melissa Davis

Old Business

- Presentation of new AAS, Forestry Technology degree
    - This degree is the result of a combination of the former AAS, Forestry Technology GIS, and the former AAS, Forestry Technology Surveying degrees. The Board agreed to the consolidation of these two during our January 2020 meeting.

New Business

- Discussion of future AAS, Agriculture Systems Technician degree
    - The Board suggested the following revisions to the proposed degree plan.
        - Add IST 100 Computer Applications
        - Require both AGRI 120 Plant Science and AGRI 130 Animal Science rather than an option between the two.
        - Add CIVL 116 Surveying I due to the need for Trimble knowledge.
        - Add GNST 104 Career Exploration
        - Remove AGRI 115 Introduction to Precision Agriculture
    - The Board feels this new degree will satisfy a need in the community and appeal to potential students.
- Discussion of existing AAS, Forestry Technology degree
    - The Board suggested the following revisions to the proposed degree plan.
        - Add TRNS 105 Commercial Driving License (CDL) course and the AGRI 172 Integrated Pest Management course
            - Mr. Mattox informed the Board the forestry students would be much more competitive with this training.
- Discussion of Fairdealing farm improvements
    - Mr. Buxton discussed the current and future for the farm including the recent purchase of Brangus and Beefmaster cattle for use in the agriculture classes.
- Discussion of forestry class improvements

- o Mr. Gracey discussed the current and future for the forestry courses to align with the Southern Illinois University articulation agreement that is pending.

Agriculture/Forestry Advisory Board
Meeting: January 7, 2020
Minutes

Attendees: Brent Summers, Brian Maddox, Jon Stansfield, James Gracey, Traven Crocker, Melissa Davis, Sarah Denkler, Michael Gross, Michelle Gross, Brandon Ray, John Acre

Absent: Charles Besher (called to regretfully decline), Shannon Bradley, Steve Paes, Brad Pendley

Forestry Update
- Introduction of James Gracey
- Curriculum Revision Plans
  - o We compared old and proposed program grids. Changes requested are as follows:
    - Change AS, Forestry to an AA, Forestry
    - Addition of prerequisite of FRST 119 Forest Measurements to FRST 215 Forest Management Practices
    - Changes to AS transfer degree
      - Edits to pathway description.
      - Reduction of total credit hours to complete the degree.
      - Timing of course offerings
    - Changes to AAS degrees
      - Request to combine the AAS GIS (Geographical Information Systems) option and AAS Surveying option into one AAS, Forestry Technology degree
      - Edits to pathway description.
      - Reduction of total credit hours to complete the degree.
      - Timing of course offerings
      - Changes to courses offered to include both GIS and surveying courses within the same degree.
      - Changes to electives offered for students.
- Approval by the committee of all presented changes
- Suggestions by Committee
  - o Keep AGRI 297 Internship as a requirement for the AAS degree and as an elective for the AA degree.
  - o Reduce the number of credit hours for AGRI 297 to 3 credits.

Agriculture Update

- Introduction of Traven Crocker
- Curriculum revisions
  - Presented new program grids based on suggestions made by the committee in Fall 2019.
  - Discussed plans for Fairdealing Farm and the new hire, David Buxton to help with an intensive grazing program.
  - Discussed hemp plot at Sikeston.
  - Committee did not feel a crop/soil degree option is necessary for our curriculum at this time. They are happy with the 2 current degree options.
  - Discussion of two students who wish to add courses in welding, green diesel, etc. to the agribusiness degree. Committee did not feel it was time to add a farm mechanics option to agriculture degree offerings.
  - We plan to discuss this again at the next meeting if another student interest is presented.
  - Discussion of the need for more agriculture representation on the committee. Members will be proposing new members in the coming months.

Agriculture and Forestry Advisory Committee Meeting

By: Samantha Gerecke

Minutes
October 16, 2018
Current River Room – Tinnin

The committee met with Samantha Gerecke, Dr. Melissa Davis, and Traven Crocker.

Committee members in attendance were Michael and Michelle Gross, Brian Maddox, Brent Summers, Jon Stansfield, and Shannon Bradley.

Samantha Gerecke started the meeting with introductions of Dr. Melissa Davis as the new Agriculture and Forestry Department Head and Mrs. Traven Crocker as one of the agriculture adjuncts.

Dr. Davis then advised the committee of the recent changes that are being done in the Agriculture and Forestry Department.

- She explained to the committee that we were looking at changing the agriculture curriculum.

- o Removal of the Precision Agriculture one-year certificate and condensing the classes down to just one 3 credit hour class.
  - ▪ The Precision Agriculture class would then be a required class in the AAS Agri technology degree.
  - o Removal of the AA degree in Environmental Horticulture. There has only been one student enrolled for this degree.
  - o Complete revision of the curriculum for the Agriculture Systems AAS degree options.
- - The committee verbally agreed to these changes. Samantha Gerecke offered to send them the changes once they were worked out so they could see them on paper.

Dr. Davis also explained about the TRC Farm. How it will be house two divisions: Rodeo Team/Equine Program and Cattle/Forage program. Coach Chad Phipps will be running the Rodeo Team/Equine side and there is a current search for a full-time employee to run the Cattle/Forage program.

- - Brent Summers and Shannon Bradley both had suggestions for someone to call. They said they would tell Dr. Davis after the committee meeting.

It was then asked of the committee if they had any suggestions on classes, they would recommend that we try to bring into the program.

- - It was suggested that a practical skills/Farm management class be offered.
  - o Welding skills, Mechanics on tractors (checking oil, changing oil filters, etc.), Driving tractors, etc.
  - o Several students going into agriculture do not have these skills and they are needed to help them in the work field.
- - Michelle Gross recommended that each of the Plant and Soil classes should have a required lab.
  - o This would give students hands-on experience on how to work with the plants and soil.
  - o Gives them move experience working on improving soil health.
    - ▪ The important thing that is being recommended in the workforce.

Samantha Gerecke then handed out a list of the Business classes that are offered at TRC. She asked the committee if there were any classes on the list that they would recommend steering the Agribusiness students toward. +

- - They recommended several classes, especially in the accounting and marketing fields.
- - This will help the Agriculture and Forestry advisors with being able to better advise the Agribusiness students.
- - It was also suggested that they take a class that teaches the students about tax returns, cash flows, financial statement analysis, and balance sheets.

Articulation agreements to the universities were brought up. It was explained that we have agreements with Astate, Murray State, SEMO, and Mizzou in Agriculture.

- Brent Summers mentioned that MSU may be one of the schools that are investigated as well. He is an alum from there and said they are growing their Agriculture program. Recently there was a farm donated to MSU for the Agriculture program.

The Forestry program was addressed at this time.

- Jon Stansfield said that the program seemed to be on track from what classes TRC teaches.
    o Asked if we had an articulation agreement with SIU.
    o SIU has asked for syllabi on the classes the Forestry students have to take.
        ▪ Samantha Gerecke mentioned that they have not been heard back since the syllabi have been sent. She said she would contact them to find out if everything was ok.
    o SIU is the only school in the area now that has a B.S. degree in forestry.
        ▪ Companies are looking for professional foresters.
        ▪ Stansfield said that the U.S. Forestry Service is looking at those students since they have that degree.
        ▪ Mizzou now just has a B.S. degree in Natural Resources with an emphasis in Forestry.
            • U of A Monticello has the same degree.
        ▪ Brain Maddox said that the MDC (Missouri Department of Conservation) was on the fence about hiring students with a B.S. degree in Natural Resources.
    o Jon Stansfield believes that in the next decade jobs in forestry will be very ripe for the taking.

From here the conversation went into internships.

- Michelle mentioned the Pathways Program.
    o It is a work-study position with a government agency where the student is required to work 640 hours (about 4 weeks).
    o Students can apply for these internships through usajobs.gov.
        ▪ This is worked while the student is in school. Sometimes they are guaranteed a job after the internship if positions are available.
- Brain and Jon said that they would be willing to check and see if the MDC and U.S. Forestry would do internships.
    o They do have a volunteer program and can take students out to prescribed fires.
- Brent (USDA (United States Department of Agriculture) Farm Service Agency) and Shannon (Farm Credit) both said that their companies offer internships too.

The meeting was adjourned shortly after this.

Methodology

Direct Revenues

To obtain an accurate revenue number for the agriculture programs several detailed Account Analysis by AR Code reports was run. This report lists all billing instances by a student for a specified time frame. When a detailed report is run the course associated with the billing instance is also listed. These reports were run for the semesters of 19/SU, 19/FA, 20/WI 20/SP, and 20/SU. The period for the reports was 3/1/19 until 8/24/20. Each report had the total tuition, common fee, and distance learning fee billed summed for each AGRI section to obtain the revenue earned for the semester. The deferral rates of 50% for 19/SU and 50% for 20/SU were applied to the total revenue for those semesters in order to allocate the revenue for the proper fiscal year. Each semester total was then summed to get the tuition and common fee total for the fiscal year.

Direct Expenses

Direct expenses were obtained by running a General Ledger Trial Balance report for the department of 15000 – Agriculture & Forestry. The complexity of the expenses in this department was low. This allowed amounts to be split from Agriculture and Forestry. If complexity increases the program should be split into different departments in the ledger to track. The general ledger accounts were summed into the following categories: Salary and Benefits. Amounts paid for overloads and adjuncts were added to the Salary and Benefits lines in the amounts of $4,336.53.

Viability Report

Revenue

Tuition 82,072.00

Common Fee 27,839.00

Distance Learning Fee 13,580.00

Total Revenue 123,491.00

Expenses

Salary 36,589.95

Benefits 12,732.94

Total Expenses 49,322.89

Program Generated Income 74,168.11

Margin 60%

Program Viability: Given that Agriculture has a 60% margin for 2020 the programs are deemed to be financially viable to Three Rivers College. Viability is unlikely to change unless the program suffers an extremely large loss of enrollment.

Additional Information: Agriculture had 679 credit hours billed in the fiscal year 2020. Program enrollment should be monitored for substantial changes. If a substantial change is noticed viability will be impacted. If necessary, a new viability report should be requested.

Agriculture is also reliant on grants for equipment. The program received $189,899.53 in grant funds in FY20. Should these grants be reduced or eliminated program viability will be affected. This may be a remote possibility but should be considered.

Notes

Explanation of Omitted Data

This report was designed to show the direct revenue compared to direct expenses associated with Agriculture programs. This means the report does not account for any revenue associated

with any courses that are not labeled AGRI even though these courses may be required for degree completion. This also means that any expenses that are not associated with AGRI courses are not included. In addition to expenses for courses outside of AGRI not being included, there is also no inclusion of any indirect costs associated with the program. Indirect costs would include allocations for student services, such as financial aid and enrollment services. These costs would also encompass allocations for maintenance and IT services.

If all the data omitted were to be added into this report the program would show a financial loss to the college as the college's total operating revenues are less than total operating expenses. The college requires state funding and property taxes to make up the difference. It is for this reason that only direct revenue and direct expenses were reported.

Limitation by Data Length. Since the report only uses data from one fiscal year it cannot be guaranteed that the program's financial viability will remain the same in different fiscal years. It is unlikely that major changes will be seen in the program from one year to the next. However, over time the cumulative effects of changes in expenses and enrollment patterns will alter viability. It is recommended that enrollment and expenses are monitored for the program and that another financial viability report is requested if major changes are noticed.

Likelihood of Methodology Change

Due to the size of the program and the number of faculty employed to teach the curriculum the methodology used in this report was both accurate and appropriate. Other programs which rely more heavily on adjuncts or may not have a dedicated faculty member for each course will require an alteration to the methodology. Furthermore, a universal methodology for financial program review has not been established by Financial Services. When a universal methodology is established, the methodology used in this report will likely change.

THREE RIVERS COLLEGE

PROGRAM REVIEW

Section I
Program Overview

Program Title: Business Management AAS

Dates of Current Review: 2020-2021 (2018-19, 2019-2020)

Dates of Last Review: 2017-18 (2015-16, 2016-17)

Faculty Contact: Dr. Martha Kirkman

Email: mkirkman@trcc.edu

Phone: 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.

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.

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.

College Mission Statement:

The Mission Statement is located on our college website and may be found by clicking here.

> 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 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 students with the skills and knowledge they need to become successful in their chosen career path. The advisory committee meets with the faculty once per year on the changes in the industry for appropriate improvements to the program, so the students are successful and prepared for their chosen career paths.

Catalog Description:

Place an "X" in the box if this is section is identical to the Program Purpose Statement. $\boxed{\text{X}}$

Pre-requisites:

The AAS Business Management program does not have restrictions in place to determine who is admitted to the program. If an applicant has the desire to pursue the AAS Business Management degree, they indicate that declaration on their application form and they are added to the program.
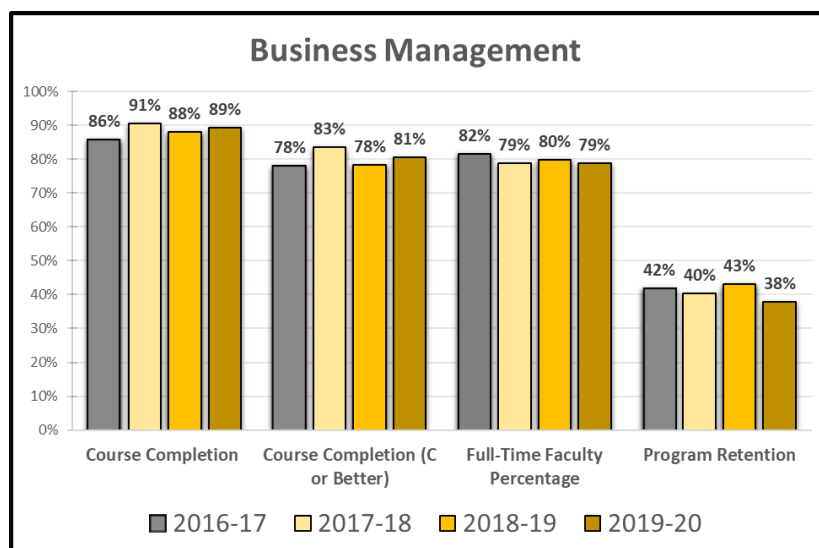
Program Costs:

There are no additional costs associated with the AAS Business Management program beyond the tuition and common fees. No LMS or no e-learning fees are associated with any of the courses in the program, including those taught online.

Section II
Current State of the Program

Enrollment Trends:

The face-to-face sections of the courses meet the 10-student requirement and most of the face-to-face classes exceed the 1-10 student requirement. The online sections of the courses many times exceed the course capacity and additional seats must be added. This indicates an increase in the number of students who desire the option to complete the courses online. Please refer to the following tables which illustrate enrollment and completion trends as well as full-time faculty versus part-time faculty percentages and credit hours. As you can see from the chart below, course completion between 2016 and 2020 has remained relatively steady with a range of 86% to 91%. Course completion with a C or better between 2016 and 2020 has also remained relatively steady with rates between 78% and 83%. The percentage of full-time faculty has remained steady with rates between 79% and 82%. Program retention between 2016 and 2020 has also remained relatively steady with rates between 38% to 43%.

Career Program Outputs Data: Business Management AAS

Description	2016-17	2017-18	2018-19	2019-20
Course Enrollment (Duplicated)	392	393	422	380
Course Completion Total (Duplicated)	336	356	372	339
Course Completion	**86%**	**91%**	**88%**	**89%**
Completion Total C or Better (Duplicated)	306	328	331	306
Course Completion (C or Better)	**78%**	**83%**	**78%**	**81%**
Full-Time Faculty Percentage	**82%**	**79%**	**80%**	**79%**
Full-Time Faculty Credit Hours	960	930	1014	900
Part-Time Faculty Credit Hours	216	249	255	240
Program Enrollment Total (Unique Students)	145	137	115	93
Program Graduation Total (Unique Students)	23	13	13	11
Program Retention Total (Unique Students)	51	50	44	31
Program Retention	**42%**	**40%**	**43%**	**38%**

Source: Office of the System Administrator

Enrollment Evaluation:

There could be a continuation of offering the program courses online which will allow students the option to complete the courses when it is convenient for them. Course enrollment between 2016 and 2020 has fluctuated some with numbers ranging from 380 to 422. Between 2018/19 and 2019/20 there was a decrease in enrollment of 42 students. The most likely reason for this drop is due to the COVID-19 pandemic.

Progress & Completion:

This is a two-year program, and the goal is that students who enroll in the program complete in that time frame. There are no identifiable points where attrition increases. Retention rates for students from 2016 to 2020 have ranged from 42% in 2016/17, 40% in 2017/18, 43% in 2018/19 and 38% in 2019/20. The most logical explanation for the drop in retention from 2018/20 and 2019/20 is due to the COVID-19 pandemic. The course completion rates for 2016/17 are 78%, for 2017/18 are 83%, for 2018/19 are 78% and for 2019/20 are 81% so these rates seem to be relatively steady with not much of a change. The barrios or significant factors that may have influenced the fluctuation in rates for student success in the program can be attributed to the difficulties caused by the COVID-19 pandemic. Students were abruptly moved from face-to-face classes to an all-online learning platform and some students might not have been prepared for that sudden shift. The plan of action for improvement for both retention and completion is

going to come from the process of working with the instructional designers with symbiosis to ensure that all courses not only in the business management program, but all courses offered at Three Rivers will be consistent in their design which will help decrease confusion and frustration that students may be feeling, which ultimately could lead students to drop out of the program or out of college all together.

The individual courses in the Business Management program are taught either online or face-to-face, but not both. Because of this, there is no comparison between modalities. All the online courses have completed Quality Matters redesign. Students are successfully completing the courses in both online and face-to-face modalities.

As indicated in the course completion table above the numbers show that the course completion with a C or better has remained relatively stable between 78%-83%.

The Business Management program has been redesigned to better align with the Program Learning Outcomes over the course of the last three years. There is a continual effort to improve the courses and changes have been made to the course curriculum to align with course level outcomes that also tie into the program level outcomes. More courses are being offered at our external locations to allow students who are unable to travel to the Poplar Bluff campus to complete the degree. In addition, more of the courses are now offered online which has helped students who were unable to work toward the degree in the past because of conflicts with work or other conflicts that hindered them from enrolling in the program.

Program Assessment Methodology and Design:

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 is 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.

Each course within the Business Management program has course level student learning outcomes. Each of the outcomes have been mapped to the program level learning outcomes. This had been done to ensure the material the students are learning in each course will allow them to achieve the program level outcomes. 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.

The Business Management program meets with its advisory committee at the beginning of every year in January. Through their recommendations, reflected in the attached advisory minutes, there have been changes made to eliminate duplication of courses and to eliminate redundancy with students who have work experience. For example, the AAS Business Management program previously required all students to complete an internship component. This requirement was developed nearly 30 years ago when the program was first established. The demography of our student population has changed and many students entering the program either already have full-time jobs or have had full-time jobs or work experience, so the internship was not necessary for all students. The internship was not eliminated from the program, it was made as one of three options students could choose from so each student can determine which route would be most beneficial for him/her. Now the student can choose the Internship, Hospitality and Tourism or Fundamentals of Management.

Course requirements 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 have gone through Quality Matters review to ensure that the course material aligns with the learning outcomes.

Program Learning Outcome Assessment:

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. Programmatic outcomes are assessed every year and program assessment occurs every three years.

Based on 2017/2018 scores the instructor proposed to complete the critical-thinking assessment in the students' second year of coursework in BMGT 215 Supervisory Development

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 I and II levels to the III and IV levels.

All courses taught online in the Business Management degree program have now gone through the QM standards review process. Focusing on the QM standards greatly improves learning because it helps to ensure the coursework aligns with the course objectives as well as the program objective.

Outcome five (Demonstrate proper use of technology and computer software applications as they apply to business management) will be assessed in Retail Merchandising MKTG 118 for future reports. Financial Analysis and Budgeting will become a face-to-face course instead of a web or hybrid formatted course. Accounting Management Software ACCT 219 will be changed from a web class to a hybrid class starting in the Spring 2019 semester.

For outcome four Apply ethical and moral values to general business principles and practices, during the next assessment cycle a comparison can be made to determine if scores are improving. This learning outcome was being assessed in Introduction to Business which is an introductory course that students take the first semester of the program. Since the students have not had appropriate time in the program to master this outcome for future assessment cycles it was decided that this outcome will be assessed in BMGT 215 Supervisory Development. This course is taken during the students' final semester in the program which allows the students to have a more thorough understanding of the ethical and moral values that are associated with general business.

We will focus on areas where scores were below 85 percent: more emphasis on writing skills and attention to detail. The rubrics will be reevaluated and revised for subsequent course offerings in the future.

As a result of the PLO assessment the following improvements have been implemented.

Recommendations from the SLIC committee have been given to make changes to the program so that the activities and rubrics better align with the program outcomes. 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 I and II levels to the III and IV levels. To improve student learning all the online courses have gone through an updated Quality Matters cycle to ensure the newest standards are being met.

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 external locations are trained and then properly follow the program plan and not simply enroll students in classes that are online or are general education.

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:

Each year graduates of the Business Management program receive a survey from Three Rivers asking them to complete information about their current work/education status. We do not have 100% participation from students in returning the survey to us. 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 regularly has guest speakers in the classroom to discuss expectations and to answer student questions. All students have the option 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:

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	
Promotional videos and posts to social media		Business instructor/communications department	

Section III

Analysis of the Program

Articulation (If applicable):

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 bachelor's degree if they so choose.

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):

Not Applicable

Changes in Curriculum:

Based on the findings in the 2017/18 SLO reports, discussions with the SLIC review board have been made to make changes to the program so that the activities and rubrics better align with the program outcomes. The previous rubrics were grading rubrics and did not include the program outcomes. The new rubrics are not grading rubrics but rubrics that reflect the specific learning outcomes so that assessment is accurate.

The following curriculum changes were made during this program review cycle.

2018-2019 Curriculum Changes

- MKTG 297 Internship - Revision of Program - Allow students to choose either MKTG 297 Internship, BMGT 107 Hospitality and Tourism or BUAD 221 Fundamentals of Management.
- MATH 103/153 Intermediate Algebra - Revision of Program - Replace the MATH 103/153 Intermediate Algebra requirement with MATH 161 Mathematical Reasoning & Modeling or higher to meet the new Core 42 general education requirements.

2019-2020 Curriculum Changes

- Revision of program to make revisions to program outcome number 6 from "Analyze and interpret a business financial statement" to "Prepare a business financial statement". See document IERequestForm MK revision of program outcome 6 in the document library. See document file for approved documentation.

- BMGT 215 Supervisory Development - Minor revision of course - textbook change from 12th edition to 13th edition. See document file for approved documentation.
- BLAW 221 Legal Environment of Business - Add the prerequisite of completion of READ 02 or placement into ENGL 111
- BMGT 235 Customer Service Management - Add the prerequisite of completion of READ 02 or placement into ENGL 111
- BMGT 239 Entrepreneurship - Add the prerequisite of completion of READ 02 or placement into ENGL 111
- MTG 128 Professional Selling - Add the prerequisite of completion of READ 02 or placement into ENGL 111

All courses taught online in the Business Management degree program have now gone through the QM standards review process. Focusing on the QM standards greatly improves learning because it helps to ensure the coursework aligns with the course objectives as well as the program objective.

Outcome five (Demonstrate proper use of technology and computer software applications as they apply to business management) will be assessed in Retail Merchandising MKTG 118 for future reports. Financial Analysis and Budgeting will become a face-to-face course instead of a web or hybrid formatted course. Accounting Management Software ACCT 219 will be changed from a web class to a hybrid class starting in the Spring 2019 semester.

For outcome 4 Apply ethical and moral values to general business principles and practices, during the next assessment cycle a comparison can be made to determine if scores are improving. This learning outcome was being assessed in Introduction to Business which is an introductory course that students take the first semester of the program. Since the students have not had appropriate time in the program to master this outcome for future assessment cycles it was decided that this outcome will be assessed in BMGT 215 Supervisory Development. This course is taken during the students' final semester in the program which allows the students to have a more thorough understanding of the ethical and moral values that are associated with general business.

Due to the difficulty of students struggling with the QuickBooks software which is assessed in outcome 5 (demonstrate proper use of technology and computer software applications as they apply to business management), this class will be changed from an online class to a hybrid class in the SP19 semester. In addition, it has been determined that the need to assess program outcome 5 will be better suited by assessing this outcome in a different course. This assessment will move

from ACCT 227 Financial Analysis and Budgeting and ACCT 219 Accounting Management Software to MKTG 118 Retail Merchandising to better align programmatically.

For outcome 6 (analyze and interpret a business financial statement), the ITV sessions are being recorded and then made available on YouTube where students can review the class sessions and pause the video anytime to take notes or work on the problems being worked on during the class.

Recording the sessions allows the students to take notes during class also and not be as concerned with getting the assignments worked in MyAccountingLab. The instructor has also made the solutions to all the classwork questions available with the PowerPoints for the course. The rationale in doing this was that most of the classwork questions are worked with the instructor in face-to-face sections.

For outcome 2 The instructor will continue to focus on instruction in the area of how to use various strategies in a sales presentation in the exact order for which Monroe's calls.

To help with the disparity in the scores for outcome 2 the instructor plans to introduce the Formal Sales Presentation earlier in the semester to the Hybrid course than has been in the past. The instructor will add speaking exercises into the class to enhance delivery skills.

With regards to competency 3, in the 2016/2017 assessment cycle it was noted that "Recognize" is difficult to assess so the SLIC committee recommended rewording the outcome to state: **Summarize human relations and diversity in professional and business environments.** Summarizing can more easily be assessed which will provide a better snapshot of student learning. For the upcoming assessment cycle I have edited the first criteria in the rubric to identify that they are being assessed on summarizing the information as well as applying the information.

For outcome 3 the instructor plans to address with the students acceptable journal articles and using justification when answering questions. The goal is to stress these two areas so that students can perform at a higher level.

For outcome 5 A new textbook was introduced for the SP18 semester to a text that has a homework grader with it in hopes that more immediate feedback and more opportunities for practice would improve student mastery of the QuickBooks software. The lack of mastery of the QuickBooks software is somewhat expected. The software has a lot of features and a one-semester course can only briefly introduce the software. The textbook tends to present activities by looking at how they affect cash flows, which is a different perspective than other accounting courses, so the students have two learning hurdles to overcome – looking at the accounting in a different way as well as learning to use the software. Students who are not technology savvy and/or are intimidated by learning new technology have been extremely intimidated by and frustrated with this course. Due to this, the class will be changed from a web class to a hybrid class in SP/19.

For all outcomes, we will focus on areas where scores fell below Competent with an emphasis on writing skills and attention to detail. The rubrics will be reevaluated and revised for subsequent course offerings in the future.

For 2019 New rubrics were created for:

- Outcome 1
- Outcome 3
- Outcome 4
- Outcome 5

Outcome 2 will add a presentation assignment and speaking assignments.

Outcome 5, courses to be assessed will be changed from ACCT 219 Accounting Management Software to MKTG 118 Retail Merchandising.

Outcome 6, courses to be assessed will be changed from ACCT 216 Business Accounting and ACCT 227 Financial Analysis and Budgeting to BMGT 239 Entrepreneurship.

Outcome 6 is being revised for F20.

External Needs Assessment:

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

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.

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. *Please see the advisory meeting minutes as well as a list that identifies the members of the Business Management Advisory Committee.*

Adequacy of Facilities, Equipment, and Technology:

The facilities are safe and sufficiently support and assure the integrity and quality of the program. We have an SRO on staff and a safety plan in place to ensure our safety. We are provided safety training as well. A new Honorlock software program is being introduced in the fall 2020 semester that will proctor all online tests which will greatly improve the integrity and quality of the program. The equipment is checked and updated as necessary. The equipment is modern based on industry and for what is necessary for the program.

Impact of Resources to Support Teaching and Learning:

Career Program Outputs Data: Business Management AAS

Description	2016-17	2017-18	2018-19	2019-20
Course Enrollment (Duplicated)	392	393	422	380
Course Completion Total (Duplicated)	336	356	372	339
Course Completion	**86%**	**91%**	**88%**	**89%**
Completion Total C or Better (Duplicated)	306	328	331	306
Course Completion (C or Better)	**78%**	**83%**	**78%**	**81%**
Full-Time Faculty Percentage	**82%**	**79%**	**80%**	**79%**
Full-Time Faculty Credit Hours	960	930	1014	900
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Program Enrollment Total (Unique Students)	145	137	115	93
Program Graduation Total (Unique Students)	23	13	13	11
Program Retention Total (Unique Students)	51	50	44	31
Program Retention	**42%**	**40%**	**43%**	**38%**

Source: Office of the System Administrator

There has been a decrease in program enrollment from 2016 (145) to 2020 (93). There are a variety of things that could be the reason for the drop. Historically speaking, when the economy is doing well there is a decrease in the number of students who attend college and when the economy is not as strong there tends to be an increase in the number of students who attend college. The most likely reason for the decrease in enrollment as well as retention for 2019/20 is related to COVID-19. The pandemic shut the college down for all face-to-face classes which created a hardship for some students who do not thrive in an online learning environment.

The average course size is approximately 20 students. In general, if in-district tuition is used as the marker, these figures can be used to determine the cost of the 63-credit hour Business Management degree. The in-district fees are $96 per credit hour as well as the common fee of $41 per credit hour. The cost per student completing the degree is $8631 with the cost of 20 students completing the degree being $172,620. These numbers indicate that there is enough revenue to cover the expenditures.

This program does not have a need to replenish supplies yearly. The program manager has worked diligently to keep costs low. Students are not required to buy most of their textbooks. The primary costs for this degree are tuition, fees, and textbook rentals. Because this program does not purchase large equipment there is not a need for an obsolescence plan.

According to the Missouri Economic Research and Information Center (MERIC), the average wage for a student graduate with an Associate of Applied Science degree in Business Management in Southeast Missouri is $41,831 annually.https://meric.mo.gov/workforce-research/occupational-projections.

Evaluation of Resources to Support Teaching and Learning:

Students in this program have access to resources for success in this program.

Professional Development:

Not Applicable

External Accreditation & Documentation:

Not Applicable

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.

Section IV
External Review of the Program (Program Feedback)

Advisory Board Feedback:

Business Advisory Committee
Meeting Minutes
May 18, 2017

Present: Martha Kirkman, Julie Becker, Sharon Kissinger, Dr. Amy Jackson, Charlotte Eubank, Terri Smith, Denise Rushin, Matt Bedell, Diane Bates, Julie Williams, Tiffany Moss, Kaitlynn Johnson, Danielle Berry, Jackie Hubbard, Sarah Ray, Barbara Davis, Belinda McAnally, Felicity Ray, Gail Fox-Dohrman, Lisa Bliss, Juli Smith, Jacqueline Alden, Margaret Orlando, Samantha Denton, Trisha Walton, Dr. Justin Hoggard

The meeting was held at Bread + Butter and was called to order at noon by Martha Kirkman. Martha welcomed all members and asked the members to introduce themselves and what company they represent.

Minutes from the Fall 2016 meeting were read and approved.

Dr. Justin Hoggard thanked everyone for coming and discussed the program review and SLO process. He reported that our programs are continuing to improve and that the SLO reports and Program Review reports will be completed soon for the advisory committee to review and provide feedback in the fall meeting.

Julie Becker discussed the addition of MOS certification as an option in her program and asked for feedback from the committee about the benefits of students having this certification. The committee agreed that students graduating with the certification would be valuable assets to their organizations.

Martha Kirkman reported that the Career Management textbook will be moving from the 8th edition to the 9th edition. The Entrepreneurship book changed from the 8th edition to the 9th edition. The Retail Merchandising textbook will move from the 7th edition to the 8th edition. There were also changes to the student learning outcomes in Fundamentals of Management due to the course redesign. Based on the Business Management Program Review the Program Learning Outcomes were found to need some revision. The revised outcomes were presented to the committee and Sharon Kissinger made a motion and Dr. Amy Jackson seconded the motion to approve the revised Program Learning Outcomes.

Terri Smith reported that the Accounting curriculum has not changed in three years and is being reviewed. The science requirement is being eliminated to allow the addition of more accounting or business classes. The certified bookkeeper exam is not being taken because the closest location to take the exam is Memphis.

The Academic Achievement Award Recipients for the 2016/2017 academic year were recognized and introduced to the committee. The recipients were as follows:

- Sarah Ray, Business Administration
- Emily Hefner, Accounting Technology
- Jacqueline Alden, Business Management
- Robin Modlin, Office Administration
- Samantha Denton, Medical Billing and Coding

Martha Kirkman reported that the Merchants Showcase was a success despite the threat of storms and the flooding. Approximately 800 people attended the showcase.

The meeting was adjourned at 1:00 pm.

Respectfully submitted by Martha Kirkman

Business Management Advisory Committee Meeting

Meeting Minutes

October 16, 2018

Present: Diane Bates, Erick Kirkman, Dr. Amy Jackson, Steven Fuchs, Crystal Jones, Candice Pearson and Martha Kirkman

The advisory committee meeting was called to order by Dr. Dan Lauder at 12:05pm. Dr. Lauder presented data collected from the committee survey from the previous meeting. He reported that 95% of respondents said that the meetings were used to talk about program improvements. He reported that 86% prefer to meet during the lunch hour, 63% said they liked the combined setting, 22% prefer separate settings and 95% thought the meal was satisfactory. He also reported that during the past year that there were three additions to courses, four CIP code changes, seven book changes, nineteen revisions to programs, two added programs and sixteen deleted courses. He also reported that the state has provided money for renovations to the Crisp Technology Center and is hopeful that next year we will begin to see those changes. He thanked everyone for coming and dismissed the groups for lunch and to report to their individual committees.

Martha reported that all of her online courses have now gone through the Quality Matters review and have been approved to be offered online. She also reported that there is a new, updated Quality Matters rubric so the next step will be to make any necessary changes based on the new rubric.

Martha discussed the Internship course with the committee. She recommended to eliminate the course as a requirement and add an either/or option for students to select either Hospitality and Tourism or Fundamentals of Management. The committee did not want to eliminate the course entirely as an option but voted to leave the Internship in as a third option for students to choose. Erick Kirkman made a motion to leave the Internship as a third option with the Hospitality and Tourism and Fundamentals of Management class and Candice Pearson seconded the motion. All members voted yes.

Martha reported that the college met all 5 criteria with no concerns during the HLC visit in the spring. Julie Becker polled the committee asking if they saw a need to continue the transcriptions course. Some members felt it was not necessary but others felt that in certain fields it was still a necessary course. Margaret Orlando has selected a new, updated textbook for her Communication in the Workplace course. She will begin using it in the fall of 2019.

The meeting was adjourned at 1:00pm.

Respectfully submitted by Martha Kirkman

Business Management Advisory Committee Meeting

Meeting Minutes

January 7, 2020

Present: Steven Fuchs, Jackie Hubbard, Dr. Amy Jackson, Erick Kirkman, Martha Kirkman, Janet McNece, Margaret Orlando, Juli Smith and Tereska Stockton

The advisory committee meeting was called to order by Dr. Dan Lauder at 12:00pm. Dr. Lauder announced that during the last year over 200 curriculum changes have been made to strengthen the programs at the college. He also announced that since the last meeting Liz Deken retired and DeAndre Prater resigned to take a different position. He thanked everyone for coming and dismissed the groups for lunch and to report to their individual committees.

The group introduced themselves to each other and we welcomed our newest member, Tereska Stockton from River Radio.

As the committee reviewed the minutes from the October 2018 meeting Margaret made a change indicating that the textbook she planned to update for her Communication in the Workplace has not been updated yet.

Martha reported that since the change to the program degree requirements was made to allow students to choose to take Hospitality and Tourism or Fundamentals of Management instead of Internship no students have enrolled in the class. The committee voted to continue to keep the Internship in the program as an option to allow students who need the experience the opportunity to take the course.

Martha updated the committee on the Quality Matters process and reported that the QM standards have been updated so all previously reviewed online courses will be going through the review process again to ensure they meet the standards. Margaret Orlando explained to the committee why the standards are important and how they are improving the quality and integrity of the courses.

Martha reported that she updated the edition of the Supervisory Development textbook to the newest edition.

During discussion for industry trends and improvement ideas, the committee brought several comments to the table. The committee is continuing to see instances where potential employees do not have the soft skills necessary to be successful. The committee stressed incorporating lessons and activities in the courses such as being properly prepared and dressed for interviews, time management, and appropriate customer service skills.

Martha asked the committee to send potential accounting instructors to the college to replace our full-time accounting instructor.

The meeting was adjourned at 12:55pm

AAS Business Management Advisory Committee Member List

Ms. Diane Bates Nutri-System 2201 North Westwood Poplar Bluff, MO 63901 batesdiane@att.net (573) 686-5016	Steve and Shelly Fuchs Fox Radio Highway PP Poplar Bluff, MO 63901 frn@tcmax.net 686-3700	Denna Hutchcraft Faurecia 1207 Arvin Road Dexter, MO 63841 Debbie.solomon@faurecia.com	Michelle Crittenden Poplar Bluff Regional Hospital 3100 Oak Grove Road Poplar Bluff, MO 63901 cybertelmichelle@yahoo.com
Felicity Ray Ozark Foothills Regional Planning Commission 3019 Fair St. Poplar Bluff, MO 63901 felicity@ofrpc.org (573) 785-6402	Steve Halter, President Chamber of Commerce 1111 West Pine Poplar Bluff, MO 63901 shalter@poplarbluffchamber.org 785-7761	Angela Wood HR Director Butler County Health 1619 North Main Street Poplar Bluff, MO 63901 Wooda1@lpha.mopublic.org	Mark Massingham City Manager mdmass@mycitycable.com
Mrs. Sharon Kissinger Kissinger & Kirkman Investments 2991 Kanell Blvd. Poplar Bluff, MO 63901 sharon.kissinger@lpl.com (573) 785-7785	Ms. Kati Ray, Sales Manager River Radio PO Box 130 Poplar Bluff, MO 63902 katiw@riverradio.net 573-785-0881	Kaisha Pigg River Radio 1015 W Pine St. Poplar Bluff, MO 63901 kaishap@riverradio.net	Dr. Wes Payne, President TRC 840-9688/689
Mr. Erick Kirkman Kissinger & Kirkman Investments 2991 Kanell Blvd. Poplar Bluff, MO 63901 Erick.kirkman@lpl.com (573) 785-3001	Denise Rushin Human Resource Director Poplar Bluff Medical Center 3100 Oak Grove Rod Poplar Bluff, MO 63901 Denise.rushin@hma.com 727-2754	Rachel Cravens Gates Rubber 1650 Rowe Pkwy Rachel.cravens@gates.com	
Aaron Macintosh Office Depot 1401 Vine St. Poplar Bluff, MO 63901 Ods02131@officedepot.com (573) 686-0428	Gary Davis, Sales & Marketing Manager City Cable 3000 North Westwood Blvd. Poplar Bluff, MO 63901 gdavis@pbutilities.com 686-8697	Carin Young, Account Executive Daily American Republic 206-208 Poplar Poplar Bluff, MO 63901 ads@darnews.com 785-1414, ext. 213	
Janet McNece Productive Staffing 502 Poplar St. Poplar Bluff, MO 63901 Janetmcnece72@gmail.com 785-4114	Lauri O'Brien, Marketing Consultant River Radio 1015 West Pine Poplar Bluff, MO 63901 lobrien@riverradio.net 785-0881/872-9011	Tammie Morgan Gates Rubber 1650 Rowe Pkwy Poplar Bluff, MO 63901 tammie.morgan@gates.com	Ms. Teresa Johnson, Director of Marketing TRC 840-9660
Juli Smith 2201 N. Westwood Suite 8 Poplar Bluff, MO 63901 buyer@semo.net 785-6604 (Store) or 785-1403	Dr. Amy Jackson Poplar Bluff R-1 1111 N. Westwook Poplar Bluff, MO 63901 adjackso@pb.k12.mo.us	Michelle Shelton Briggs and Stratton 731 Highway 142 Poplar Bluff, MO 63901 Shelton.michelle@basco.com	Vicki Henderson Remax Realty 2911 N. Westwood Blvd. Poplar Bluff, MO 63901 Vicki399@gmail.com

Cabinet Feedback:

Provide any feedback given from the Cabinet about the program in this section. Include any meeting minutes, presentations, handout materials, etc.

Faculty-at-Large Feedback:

Provide any feedback given from the Faculty-at-Large about the program in this section. Include any meeting minutes, presentations, handout materials, etc.

Student Learning Improvement Committee (SLIC) Feedback:

Provide any feedback given from the Student Learning Improvement Committee (SLIC) about the program in this section. Include any meeting minutes, presentations, handout materials, etc.

THREE RIVERS COLLEGE

Section I
Program Overview

Program Title:	AS – Administration of Justice,
	AAS - Criminal Justice,
	Short-term Certificate, Criminal Justice
Dates of Current Review:	2020-2021
Dates of Last Review:	2017-2018
Faculty Contact:	Shawn Westbrooks
Email:	swestbrooks@trcc.edu
Phone:	573-840-9101 **VoIP Extension:** 8161

Executive Summary:

While fewer people today desire a career in criminal justice, agencies across the nation are experiencing a shortage of applicants. Criminal Justice programs in our area as well as the entire U.S. are experiencing a significant decline in enrollment. According to collegefactual.com, criminal justice was the 6th most popular degree in 2018. Goodcall.com found that criminal justice had dropped to 13th most popular in 2020, just two years later. While our program has suffered a significant decrease in enrollment, we are still offering courses and degrees. This provides significant opportunities for students who choose this major and profession. Placement is a certainty for any student who meets legal and physical requirements and would be willing to relocate for employment. There will always be a need for positions in law enforcement, corrections, and other criminal justice-related careers. The recent decline in interest in the profession will increase opportunities for those still willing to pursue this as a career option.

The facilities improvements made in 2020 are of great benefit to the program. The Laser Shot shooting simulator is one of the most advanced shooting systems available. This will provide our students with state-of-the-art training on par with any institution of higher learning.

College Mission Statement:

The Mission Statement is located on our college website and may be found by clicking [here](.).

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: SEE FEEDBACK

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 in-service 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.

x

Program Outcomes:

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.
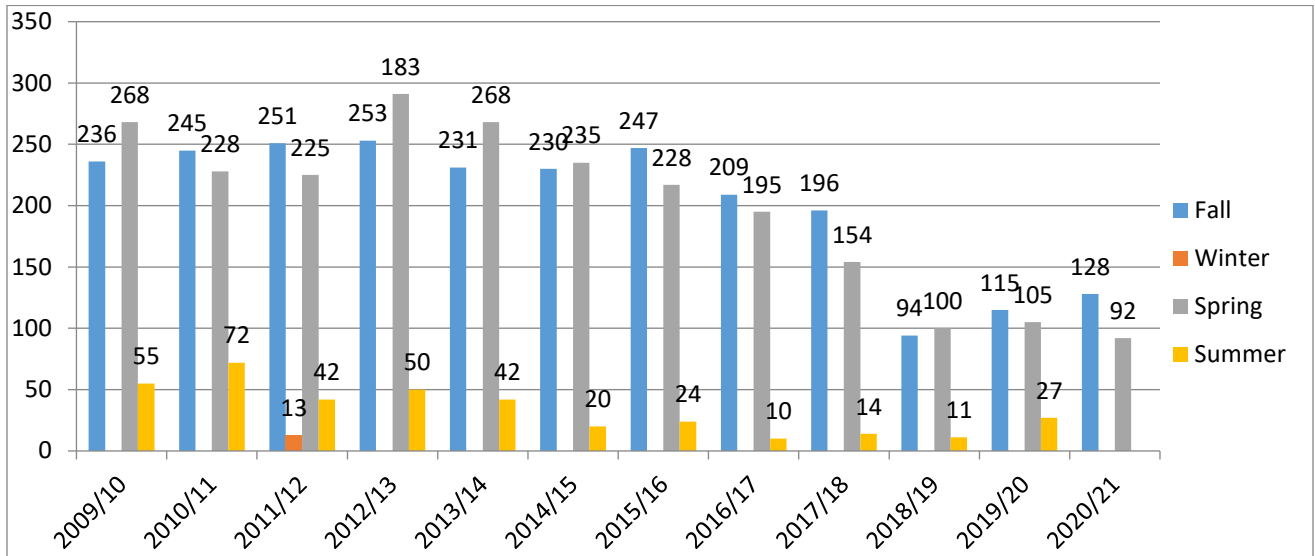
Pre-requisites:

None

Program Costs:

There are no additional costs related to the program beyond the normal tuition, fees and textbook rentals.

Section II
Current State of the Program

Enrollment Trends:

*Information complied by instructor, total enrolled during first week of each semester, will include duplicated count for students who are enrolled in multiple criminal justice courses

The chart above represents total headcount of all criminal justice courses per semester. The purpose of the chart is to demonstrate enrollment trends numerically. As the chart demonstrates, there has been an overall decline in enrollment over the past several years. This downward enrollment is not unique to Three Rivers College and represents a nationwide trend for criminal justice programs.

Year:	2016-17	2017-18	2018-19	2019-20
Course Enrollment:	213	186	100	65

*Information from each year's factbook combining Administration of Justice and Criminal Justice enrollment and represents a unique student

The table above shows the downward trend of enrollment over the past four years. There were 65 total students during the year 2019-20, compared to 100 the previous year and 186 two years earlier.

Enrollment Evaluation:

According to a February 2020 article in *City Journal*, 86% of police chiefs report a shortage of officers due to a lack of applicants. The Nashville Police Department reported 1900 applicants to their department, compared to 4700 applicants ten years earlier in 2010. Jefferson County, Colorado reported a 70% drop in applications. Criminal justice programs, academies and employers have seen a significant reduction in applicants; including the program at Three Rivers College as shown in the reduction of enrolled students.

Progress & Completion:

Description	2016-17	2017-18	2018-19	2019-20
Course Enrollment (Duplicated)	213	186	100	65
Course Completion (Duplicated)	185	166	83	61
Course Completion Percentage	87%	89%	83%	94%
Completion Total C or Better (Duplicated)	150	140	71	51
Course Completion (C or Better) Percentage	70%	75%	71%	78%
Data from Office of System Administration – Career Program Outputs Data; CRJU				

The table above shows the course completion rate for the program over the past four years. The lowest completion rate was 83% and the highest 94%. This demonstrates a high course completion rate for the program.

Description	2016-17	2017-18	2018-19	2019-20
Program Enrollment Total:	149	119	67	54
Program Graduation Total:	16	12	11	5
Program Retention Total:	53	32	15	24
Program Retention:	40%	30%	27%	49%
Data from Office of System Administration – Career Program Outputs Data; CRJU				

The above table shows the retention rates over the past four years. The retention rate in 2019-20 of 49% was a significant improvement over 2018-19. The Program Manager is working more closely with students on planning their future semesters. The Program Manager is also increasing the number of courses offered on the WEB, giving students more ability to complete their courses if they are no longer able to attend class in-person.

2019-2020

Modality:	In-Class	ITV	WEB
Enrollment:	66	28	95
Percentage:	35%	15%	50%

*based on calculation of students enrolled during first week of each semester by modality

The above table demonstrates that students are choosing web-based courses when the option is available. While the personal motivation of each student is not known, numerous conversations I have had with students reflect that web-based courses work best for them due to work schedules that do not allow them a stable schedule to take courses at specific times. The future of the program will depend greatly on WEB options.

Student Learning Outcomes Assessment:

	Criminal Justice Program Student Learning Outcomes
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 or ADJU-102 Introduction to Criminal Justice over all five learning objectives. ADJU-100 or ADJU-102 is usually completed during the student's first semester. These results are used as a baseline to determine the level of knowledge students have during the first semester of the program.

During the course of the program, each student completes 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 following table represents assessment results for the academic year 2019/20 with exception of SLO#4 data:

Learning Outcome	ADJU-100/ADJU-102 Average Score	Average Score after Higher Level Course	% of Change
SLO #1	85.0%	90.7%	+ 7.3%
SLO #2	66.6%	90.1%	+ 26.1%
SLO #3	53.5%	72.9%	+ 26.7%
SLO #4*	72.8%*	95.8%*	+ 24.1%*
SLO #5	73.2%	87.0%	+ 16.0%

*2019-20 data not available, data from 2018-19 used. Information compiled from SLO report.

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. This result has been consistent since 2014 when this method of assessment began.

Job Placement:

Once students graduate, it is difficult to track their job placement. We typically lose contact with graduates, especially when they move out of the area. While it may be difficult to track these graduates, there is certainly ample opportunities for employment within the field of criminal justice and corrections.

In the past two years, I have been in contact with numerous recruitment personnel and administrators for several law enforcement agencies; local, state and federal. All report similar issues with recruitment. Agencies are having an increasingly difficult time finding qualified applicants. With a significant reduction of people interesting in a law enforcement career, it is increasingly common for positions to not be filled for a lack of qualified applicants. The Cape Girardeau Police, for example, advised they have a continual shortage of officers due to a lack of qualified applicants. Agencies are also reducing their applicant standards in an attempt to attract a greater applicant pool. As a result, it is much easier for graduates of the program to locate employment.

As of January 2021, 17-year-old offenders in Missouri will no longer be prosecuted in adult court and will now be treated as juveniles. It is estimated this will increase the caseload of juvenile

officers in the state by as much as 20%. There will be an increased demand for juvenile officers in Missouri.

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
Ability for students to complete the AS degree in Admin of Justice entirely online.	1 year	Shawn Westbrooks	None
Set up criminal justice lab for shooting simulator	1 year	Shawn Westbrooks	None
Acquire equipment for the lab (forensic, patrol, and traffic investigations related items)	1 year	Shawn Westbrooks	Perkins funding – cost will vary depending on equipment purchased

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. These agreements have existed for many years. Over the past few years, several courses were changed to match courses at Southeast Missouri State University so the transfers of all ADJU courses would continue. As of this state, there are no issues with transfer with our partner universities.

Transfer Rates (If applicable):

The most common transfer from the Administration of Justice Program is to Hannibal-LaGrange University and Central Methodist University. On rare occasion, a student may transfer to Southeast Missouri State University or an out-of-state university. I am unaware of any problem or issue related to students transferring.

Changes in Curriculum:

Over the past few years, there have been several courses added or modified within the program:

ADJU-102 Introduction to Criminal Justice
In 2019, ADJU-102 was added as an introductory course for the program. Students have the choice of completing ADJU-100 or ADJU-102. Students transferring to SEMO University must complete both courses. The addition of this course was done at the request of SEMO University for articulation agreement. The course received QM approval.

ADJU-103 Introduction to Corrections
In 2018, ADJU-103 was added as a replacement for CRJC-105 Correction Systems and Practices. ADJU-103 will transfer to HLGU, CMU, and SEMO universities. CRJC-105 would not transfer. The course received QM approval.

ADJU-104 Introduction to Criminal Courts

In 2018, ADJU-104 was added as a replacement for ADJU-213 Court Procedures. This was done at the request of SEMO University who advised they would no longer accept ADJU-213. ADJU-104 was designed to match SEMO's course and satisfies the articulation agreement. The course received QM approval.

ADJU-147 Juvenile Procedures

In 2018, ADJU-147 was revised and now accepted for transfer by HLGU, CMU, and SEMO universities. The course was also QM approved.

ADJU-233 Criminal Investigations

In 2020, ADJU-233 was submitted and received QM approval for web-offering as part of the goal to make the Administration of Justice Program available online.

CRJU-185 Basic Handgun Shooting I

In 2019, the program received a new Laser Shot shooting simulator to improve student experience and learning which will be primarily used in this course.

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.

In January 2021, the Criminal Justice Advisory Committee met for their annual meeting. At that meeting, members expressed their opinion that a criminal justice lab should be included in any renovations to the Crisp Technology Center. At the time of the meeting, the program manager was informed that the certainty of where the Criminal Justice Program would be located was not yet finalized. The committee expressed their desire that the renovations of the Crisp Building include a new classroom and lab for the program.

Later in 2021, that issue was resolved. Thankfully, the program received a classroom, lab room and storage closet in the Crisp Building. Committee members were pleased to learn of this development.

Adequacy of Facilities, Equipment, and Technology:

The program suffered for many years due to a lack of adequate facilities. In 2020, the program moved into a new classroom in the Crisp Building. The program now has a lab, which it had lacked since 2004. The program also now has a storage closet, which it had lacked since 2009.

The program's Laser Shot system stopped working several years ago, resulting in the suspension of the Basic Handgun I course. The program has received a new Laser Shot shooting simulator and the course has been returned to the program.

The program currently lacks a variety of equipment needed for CRJU-138 Patrol Procedures, CRJU-158 Traffic Law and Accident Investigations, and CRJU-128 Forensic Science and Criminalistics. Items needed include various fingerprinting-related items, crime scene equipment, simulated firearms, measuring devices, and informational posters. A Perkins grant has been applied for to acquire these items and it is hopeful that funds will be available to resolve this need.

Impact of Resources to Support Teaching and Learning:

The program will complete a Perkins grant request concerning the various items and equipment needed for the lab. These items are needed to enhance learning in courses that require hands-on activities.

Evaluation of Resources to Support Teaching and Learning:

An itemized list of equipment needs with links to retail providers and costs have been submitted for Perkins grant application.

Professional Development:

In order to maintain my certification as a police officer and firearms instructor, I attend annual training as required by the POST Commission of Missouri. The training consists of a 24-hour 3-day training at Mineral Area College. This training is also used for legal updates so that curriculum may be current. The total cost of this annual training with travel is approximately $700.

External Accreditation & Documentation:

No external accreditation required.

Progress Report:

The previous program review expressed the need for better facilities and a lab for the program. In 2020, the program received a new classroom, lab room and storage closet as a result of improvements made to the Crisp Technology Center.

The previous program review planned the creation of a one-year certificate "Criminal Justice Technology Specialist". That certificate was created and is now an option for students.

The previous program review noted that changes would be needed to the program due to significant changes in Missouri law. Missouri's revised criminal statutes have been changed since that time an all courses have been updated to reflect those changes.

Section IV
External Review of the Program (Program Feedback)

Advisory Board Feedback:

THREE RIVERS COMMUNITY COLLEGE
CRIMINAL JUSTICE ADVISORY COMMITTEE

Minutes: January 7, 2020

The Criminal Justice Advisory Committee held their annual meeting on Tuesday, January 7, 2020, at noon in the lobby of the Tinnin Fine Arts Center of Three Rivers College.

Present: Shawn Westbrooks (TRC), Adam Mathias (DOR), Sgt. Brad Haggett (MSHP), Cheryl Hicks (DOC), Cliff George (DOC) and Jeff Hovis (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, program degree plans, and course descriptions.

Mr. Westbrooks reminded members of the discussion during the Oct. 2018 meeting concerning the new courses begin developed for the program which included ADJU-102, ADJU-103, and ADJU-104. The committee was informed that these courses are now active and offered as part of the program curriculum.

Mr. Westbrooks advised members that ADJU-147 Juvenile Procedures has been completely revised due to significant changes to Missouri law and changes within the juvenile system. As of January 2021, 17-year-olds will no longer be considered adults within the criminal justice system. As a result, there will be an estimated 18-20% increase in the caseload of the Juvenile Division. This will predictably result in more hiring of juvenile officers in the state and this new course will help to prepare students for a career with the juvenile division.

Mr. Mathias asked about the progress of the Crisp Technology Center and details of the laboratory space for the Criminal Justice Program. Mr. Westbrooks informed the committee that plans had changed and that lab space for the program was no longer part of those renovations. Mr. Westbrooks informed the members that any future lab space would now be part of proposals involving the current 911 building and linked to a public safety program, possibly linked with an academy program. Mr. Mathias informed other members of his disagreement with such a proposal, pointing out it is unlikely the college would be able to implement an academy since the Sheriff's Association operates an academy for this area. Mr. Mathias urged other members to express support for the college supporting the Criminal Justice Program's academic needs without linking it to a proposed academy. All members expressed agreement.

Mr. Haggett pointed out that the program is in need of lab space not only for hands-on learning for students on campus, but to provide space for videos to be recorded for web-based courses. Mr. Westbrooks advised members he is limited on what type of activities and demonstrations are available for students due to the lack of lab space. Ms. Hicks (a former student of the program) commented how she remembers the limitations placed on the program due to a lack of resources. Mr. Westbrooks advised he has had potential students and parents visit or call his office requesting a tour of the program's facilities and the awkwardness of explaining there are no such facilities to tour. Mr. Mathias expressed a disappointment that this limitation to the program continues and has yet to be resolved. Mr. Hovis asked who decided to remove the lab space from the improvements to the Crisp Building. Mr. Westbrooks advised it was an administrative decision.

PROGRAM REPORT

CRISP TECHNOLOGY CENTER AND LAB SPACE DISCUSSION

Mr. Westbrooks advised members he developed a preliminary sketch of a lab based on using a room across the hall from the current Criminal Justice classroom as shown in an early proposal for the Crisp Building, but that will no longer be an option. Mr. Westbrooks did not have a timeframe for any revision to the 911 building nor has the ability to sketch a proposed lab space until the amount of space made available in the future is known. Mr. Mathias expressed disappointment this lab space would not be available in the Fall Semester. Mr. Westbrooks informed members he would advise them as soon an any future meetings concerning the 911 building are held and what space would be made available.

Mr. Mathias also expressed surprise that there are continued discussions concerning the college creating an academy which he believes is not realistic unless there is some statutory means which grants colleges the authority to force the issue. Mr. Westbrooks stated he is not aware of any such authority and is not clear exactly how this will develop over time.

ENROLLMENT DISCUSSION

Mr. Westbrooks discussed with members the lowing enrollment trend with the college overall, particularly with the program. Ms. Hicks and Mr. George expressed their opinion that the community and particularly high school students are not aware of the program and more use of social media to promote the program is necessary. Mr. Haggett suggested that recruitment visits to area high schools should focus on the program. He also pointed out that criminal justice agencies nationwide are having difficulty recruiting new employees and it is a perfect time to pursue a career in law enforcement. All members agreed that the shortage of police officers, corrections officers, juvenile officers, and probation/parole officers should make the program more attractive to high school students, but this information is not being made known to them.

WEB COURSES DISCUSSION

Mr. Westbrooks discussed the fact that approximately half of all enrollment in the program is now web-based. The program has increased its web offerings to 3 courses per semester. Mr. Westbrooks advised that currently there are 8 courses approved for web offering. Plans to update ADJU-114 to a web-approved course later this year will allow the entire Administration of Justice Program to be offered online. Mr. Haggett discussed how other colleges are moving their programs to more web-based options and this is needed to remain competitive. A general discussion was then held among the group concerning the need to use any future lab space to record any activity or demonstration normally done in class. The need to include such video demonstrations within web courses was stressed. Mr. Westbrooks agreed and stated once lab space was available and needed equipment was acquired, such videos would be made and included within web courses.

CERTIFICATE DISCUSSION

Mr. Haggett and Mr. George expressed a need for the program to offer certificates designed for current criminal justice employees for career

advancement. Mr. Haggett suggested a certificate based on criminal justice-oriented leadership, management, and human resources. Mr. George agreed and believes many DOC employees would seek such a certificate to help them pursue promotions. Mr. Mathias suggested a certificate based on specialty training such as investigations, interrogations, handwriting analysis, forensic accounting, and cybercrimes. Mr. Westbrooks informed the committee that a 30-credit hour certificate for Criminal Justice Technology has existed for several years without a single student pursuing the certificate. All members expressed surprise and disappointment that this useful certificate has yet to be obtained. Ms. Hicks pointed out that the lack of such certificates being promoted is to blame.

POST CREDIT DISCUSSION

Mr. Mathias suggested if there is any way to link certificates to POST training hours, this would make such certificates more marketable. Mr. Westbrooks advised the members he is not certified as a POST generalist instructor which is required to offer POST credit hours. Mr. Mathias urged Mr. Westbrooks to obtain that certification and pursue POST approval for offering continuing credit hours.*

Being there was no further business the meeting was adjourned at 1:30 p.m.

ADJOURNMENT

In order to obtain a POST generalist certification to instruct and offer POST credit within a certificate program or within a particular course, Mr. Westbrooks would be required to complete a 40-hour training course. The University of Central Missouri offers such a course for $750. With mileage, hotel, and meals, the approximate cost of such training would be $1675 which would have to be included in a future budget.

ADDITIONAL INFORMATION*

Cabinet Feedback:

Faculty-at-Large Feedback:

Student Learning Improvement Committee (SLIC) Feedback:

THREE RIVERS COLLEGE

Section I

Program Overview

Program Title:

Early Childhood Development AAS

Early Childhood Development Short-Term Certificate

Early Childhood Development CDA Short-Term Certificate

Dates of Review:

Current Review 2020-2021

Latest Review 2017-2018

Faculty Contact:

Heather Cornman

Email:

hcornman@trcc.edu

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

Executive Summary

The Early Childhood Development (ECD) AAS program is designed to prepare students for immediate work in the early childhood field. The program serves those students whose desire is to teach children in a setting that does not require a state teacher certification. ECD graduates can become teachers at Head Start or private preschools, teaching assistants in the public school system, directors of early childhood centers, or open their own early childhood business.

The ECD program is viable to TRC and the surrounding counties. 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 in two large Head Start agencies. These agencies cover 12 counties in Southeast Missouri. Advisory board members from Head Start contact ECD program frequently to advertise open positions.

Challenges include retention and 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 Program Manager monitors student progress and contacts students via email or phone to encourage enrollment in final classes needed for completion.

All courses for the Early Childhood Development AAS are online.

College Mission Statement:

The Mission Statement is located on our college website and may be found by clicking here.

> 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: SEE FEEDBACK

In keeping with the mission of the College, the Early Childhood Development program exists to prepare students for employment and leadership roles in licensed childcare centers, private preschools, and Head Start.

The Early Childhood Development program purpose 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.

Program Outcomes:

1. Promoting Child Development and Learning
2. Building Family and Community Relationships
3. Observing, documenting, and assessing to support young children and families
4. Using developmentally effective approaches
5. Using content knowledge to build meaningful curriculum
6. Becoming a professional
7. Early childhood field experiences

Catalog Description:

The Early Childhood Development curriculum is designed to prepare students for employment and leadership roles in licensed childcare centers, private preschools, and Head Start.

The catalog description of the Early Childhood Development program distinguishes the program is designed to prepare students for roles in the early childhood field. Its designation of the early childhood roles is to identify that this program is not for state teacher certification.

The catalog description was last reviewed and updated in Spring 2019 to be reflected in the Fall 2020-2021 catalog.

Pre-requisites:

The Early Childhood Development program does not have any requirements for admission. All students are required to complete ENGL 02 or place in ENGL 111 before any ECD courses can be completed. Students are advised to complete ECD 126 Health, Safety, and Nutrition along with ECD 202 Survey of Early Childhood their first semester. ECD 202 is the pre-requisite for all other ECD courses,

Students are required to pass a background screening before they complete fieldwork in a licensed early childhood facility. Students are not allowed to complete fieldwork if screening is failed. Students would not be able to complete the ECD program without the courses that require fieldwork.

Program Costs:

Course	Course Title	Credit Hours	In-District Tuition	Out-of-District Tuition	Common Fee	Course Fee	Course Materials	Distance Learning Fees
ECD-126	Child Health, Safety & Nutrition	3.00	300.00	423.00	126.00	-	45.00	60.00
ECD-202	Survey of Early Childhood	3.00	300.00	423.00	126.00	-	45.00	60.00
ECD-205	Preschool CDA	5.00	500.00	705.00	210.00	65.00	45.00	100.00
ECD-208	Infant/Toddler CDA	5.00	500.00	705.00	210.00	65.00	45.00	100.00
ECD-235	Special Children	3.00	300.00	423.00	126.00	-	45.00	60.00
ECD-237	Early Childhood Develop Lab	3.00	300.00	423.00	126.00	65.00	45.00	60.00
ECD-245	Early Childhood Admin	3.00	300.00	423.00	126.00	-	45.00	60.00
ECD-247	Early Childhood Curriculum	3.00	300.00	423.00	126.00	-	45.00	60.00
ECD-295	Early Childhood Practicum I	3.00	300.00	423.00	126.00	65.00	96.20	60.00
ECD-296	Early Childhood Practicum II	3.00	300.00	423.00	126.00	65.00	96.20	60.00
EDUC-240	Integration Art Music PE Elm Ed	3.00	300.00	423.00	126.00	-		60.00
EDUC-250	Children's Literature	3.00	300.00	423.00	126.00	-	69.00	60.00
EDUC-270	Educational Technology	3.00	300.00	423.00	126.00	-		60.00
ENGL-111	College Writing	3.00	300.00	423.00	126.00	-	45.00	60.00
IST-100	Computer Applications	3.00	300.00	423.00	126.00	119.00		60.00
MATH-161	Mathematical Reasoning & Model	3.00	300.00	423.00	126.00	34.00		60.00
SCOM-110	Public Speaking	3.00	300.00	423.00	126.00	-	45.00	60.00
BIOL-101	General Biology	5.00	500.00	705.00	210.00	40.00	99.05	100.00
GOVT-121	National & State Government	3.00	300.00	423.00	126.00	-	45.00	60.00
PSYC-223	Child Psychology	3.00	300.00	423.00	126.00		96.00	60.00
			6,600.00		2,772.00	518.00	951.45	1,320.00
	Total Program Cost							**12,161.45**

Additional Program Cost:

Students have a one-time fee of approximately $50.00 for CPR/First Aid certification. This certification can be used for all the following courses.

- ECD 205 Preschool CDA or ECD 208 Infant/Toddler CDA
- ECD 237 Early Childhood Development Lab
- ECD 295 Practicum I and ECD 295 Practicum II.

ECD 205 Preschool CDA and ECD 208 Infant/Toddler CDA courses require the certificate to be obtained for a course assignment/CDA requirement. The other courses require the CPR/First Aid certification as a course pre-requisite.

A one-time fee of approximately $45.00 for a fingerprinting/background screening through the MO Highway Patrol is required. This screening can also be used for the courses previously mentioned.

A new mandate adopted in 2020 by the Department of Health and Senior Service Child Care Licensing Division requires fingerprinting in addition to background screening. At this time, there is not a facility located in Poplar Bluff to be fingerprinted. Main campus students will have to travel to Dexter or Doniphan to a site which will incur more expense for the student.

If a student has current copies of either of the above from their employer, these will be accepted, and the student will not have to pay the fees. These are not built-in as course fees since some students currently possess these screenings before enrolling in ECD courses.

Section II

Current State of the Program

Enrollment Trends:

Early Childhood Development AAS:

Description	2018-19	2019-20
Course Enrollment (Duplicated)	146	128
Program Enrollment Total (Unique Students)	81	61

Career Programs Output Data taken from Three Rivers College, Office of Institutional Effectiveness, 2020

In 2019-20, there was a 12% decrease in course enrollment from 2018-19 along with a 25% decrease in the program enrollment. The decrease in course and program enrollment could be explained by the 27 students who graduated from the program during this time. Since overall college enrollment decreased during this time also, the decrease in program and course enrollment would correlate.

STUDENTS BY PROGRAM
18/FALL STUDENTS BY ACADEMIC PROGRAM

Associate of Applied Science		
Program	Degree Type	Students
Criminal Justice (group total)		54
Criminal Justice - Corrections Option	AAS	15
Criminal Justice - Law Enforcement Option	AAS	38
Criminal Justice - P.O.S.T. Academy Option	AAS	1
Diversified Technology - Culinary Arts Option	AAS	1
Early Childhood Development	AAS	57
Environmental Health & Safety Technology	AAS	11
Fire Science	AAS	7
Forestry Technology (group total)		23
Forestry Technology - Geographical Information Systems	AAS	8
Forestry Technology - Surveying	AAS	15
Industrial Technology (group total)		4
Industrial Technology - Drafting Technology Option	AAS	1
Industrial Technology - Welding Option	AAS	3
Information Systems Technology (group total)		62
Information Systems Tech - Medical Billing & Coding Opt	AAS	17
Information Systems Technology - Medical Option	AAS	1
Information Tech Specialist	AAS	44
Medical Billing & Coding	AAS	16
Medical Laboratory Technology	AAS	4
Nursing (group total)		151
Nursing	AAS	112
Nursing LPN/RN Bridge	AAS	39
Occupational Therapy Assist	AAS	13
Paramedic	AAS	27
Paraprofessional Educator	AAS	8
Process and Controls Engineering Tech	AAS	9
Welding Engineering Technology	AAS	5
Office Administration	AAS	20
TOTAL ASSOCIATE OF APPLIED SCIENCE		650

STUDENTS BY CAREER PROGRAM
19/FALL

Associate of Applied Science		
Program	Degree Type	Students
Accounting Technology	AAS	23
Agribusiness	AAS	21
Behavioral Health Support	AAS	15
Business Management	AAS	66
Career & Technical Studies (group total)		13
Career and Technical Studies - Agriculture	AAS	1
Career and Technical Studies - Business Management	AAS	2
Career and Technical Studies - Const Mgmt Civil Appl	AAS	2
Career and Technical Studies - IT Specialist	AAS	6
Career and Technical Studies - Processes and Controls	AAS	1
Career and Technical Studies - Welding	AAS	1
Construction Engineering Technology	AAS	8
Criminal Justice (group total)		42
Criminal Justice - Corrections Option	AAS	11
Criminal Justice - Law Enforcement Option	AAS	30
Criminal Justice - P.O.S.T. Academy Option	AAS	1
Early Childhood Development	AAS	40
Environmental Health & Safety Technology	AAS	4
Fire Science	AAS	3
Forestry Technology (group total)		16
Forestry Technology - Geographical Information Systems	AAS	6
Forestry Technology - Surveying	AAS	10
Industrial Technology - Welding Option	AAS	1
Information Systems Technology (group total)		38
Information Systems Tech - Medical Billing & Coding Opt	AAS	4
Information Systems Technology - Medical Option	AAS	1
Information Tech Specialist	AAS	33
Medical Billing & Coding	AAS	27
Medical Laboratory Technology	AAS	5
Nursing	AAS	117
Nursing LPN/RN Bridge	AAS	40
Occupational Therapy Assist	AAS	10
Office Administration	AAS	17
Paramedic	AAS	32
Paraprofessional Educator	AAS	8
Processes and Controls Engineering Tech	AAS	11
Welding Engineering Technology	AAS	9
TOTAL ASSOCIATE OF APPLIED SCIENCE		566

Enrollment Trends Data taken from Three Rivers College, Office of Institutional Effectiveness, Factbook 2018, 2019.

Course enrollments vs. course capacity

Courses	Fall 2018			Spring 2019			Summer 2019			Fall 2019			Spring 2020		
	#	Cap	%	#	Cap	%	#	Cap	%	#	Cap	%	#	Cap	%
ECD 126 **Health, Safety & Nutrition**	24	30	80%	19	30	63%	10	30	32%	16	30	53%	12	30	40%
ECD 202 **Survey of Early Childhood**	18	30	60%	18	30	60%	7	30	23%	14	30	47%	11	30	37%
ECD 205 **Preschool CDA**	7	20	35%	9	20	45%	-	-	-	5	20	25%	8	20	40%
ECD 208 **Infant/Toddler CDA**	1	20	5%	2	20	10%	-	-	-	4	20	20%	2	20	10%
ECD 235 **Special Children**	14	30	47%	10	30	33%	-	-	-	3*	30	10%	15	30	50%
ECD 237 **Early Childhood Development Lab**	7	30	23%	-	-	-	-	-	-	15	30	46%	-	-	-
ECD 245 **Early Childhood Administration**	-	-	-	12	30	40%	-	-	-	-	-	-	18	30	60%
ECD 247 **Early Childhood Curriculum**	11	30	37%	-	-	-	-	-	-	16	30	37%	-	-	-
ECD 295 **Early Childhood Practicum I**	-	-	-	7	20	35%	-	-	-	-	-	-	11	20	55%
ECD 296 **Early Childhood Practicum II**	-	-	-	7	20	35%	-	-	-	-	-	-	11	20	55%
Total Course Enrollment	82			84			17			73			88		

-Course not offered   * Independent Study
Course Enrollment Data taken from Three Rivers College, Early Childhood Development Rosters.

The course capacity is larger than what is needed for ECD students, therefore, showing a smaller percentage of students enrolled in each course.

The decrease in course capacity in ECD 126, ECD 205 and ECD 208 can be attributed to the implementation of the Alternative Credit (detailed explanation given below in enrollment evaluation) given to students who enrolled in TRC with a current Child Development Associate Credential.

Enrollment Evaluation:

Previously all ECD courses were offered online except ECD 237, 295, and 296 which are practicum lab experiences. The lab courses have since been converted to online with a required in-person/Zoom orientation the first week of the course. The conversion of the lab courses in addition to new online course offering in general education courses, allows the ECD program to be offered completely online. The ECD instructor also requires a short meeting with each student enrolled in ECD 126- Child Health, Safety, and Nutrition with the reasoning of forming relationships with students at the beginning of the program which in turn may assist with program retention.

Alternative credit is 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* and supply a current copy of their current CDA certificate. 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)

The alternative credit is 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 student 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.

Progress & Completion:

Students are required to pass all ECD and EDUC courses with a minimum grade of C.

Students are encouraged to take the Technical Skills Assessment (TSA) exit exam upon program completion. This used to be a requirement but over time the checks that were in place to make sure students completed the TSA as a graduation requirement have ceased. It is not clear how the process has broken down.

Attrition can be identified in some students needing to meet the Missouri Child Care Licensing regulation that outlines qualifications for center directors. The regulation requires center directors to have a certain amount of early childhood college credit hours depending on their facility's licensing capacity. Students may be in the Early Childhood Development program yet only need to take a few classes to meet the outlined regulation. This leads to non-completion of the ECD program.

Head Start also requires teachers who already hold a degree in something other than Early Childhood Development to have 18 hours of early childhood courses. This again is the reasoning behind creating the Early Childhood Development Short-Term Certificate that is comprised of 20 hours. Yet, even with the Short-Term Certificate, there can and will be cases of students not completing the certificate since they may not need all 20 hours of ECD courses.

Students have shared that they work full-time and need online courses. The ECD program has phased into a completely online program. Since the ECD program is relatively small, it would be a challenge to have the number of students needed to offer a face-to-face class.

Program Enrollment:

Year	Academic Program	Number Enrolled	Graduates
2018	AAS	57	14
	Certificate	57	13
2019	AAS	40	13
	Certificate	39	13

Enrollment Trends Data taken from Three Rivers College, Office of Institutional Effectiveness, Factbook 2018, 2019.

Since Fall 2015, all students who registered for the Early Childhood Development AAS were also put into the Short-Term CDA Certificate program. The certificate program is designed for students to complete the courses need to meet the education requirements for obtaining their Child Development Associate.

Course retention:

Description	2018-19	2019-20
Course Completion	90%	90%
Course Completion (C or better)	83%	87%

Career Programs Output Data taken from Three Rivers College, Office of Institutional Effectiveness, 2020

The data shows students are doing well with course completion of 90% and a completion rate of 83% and above for completing the course with a C or better.

Program retention:

Description	2018-19	2019-20
Program Retention Total (Unique Students)	26	21
Program Retention	38%	44%

Career Programs Output Data taken from Three Rivers College, Office of Institutional Effectiveness, 2020

According to the data, students are not completing the program. As mentioned earlier, some students enroll in the ECD AAS with the goal of only completing early childhood courses to meet state requirements. With the creation of the new Early Childhood Development Short-Term Certificate, it is the hope that the AAS retention rate will improve.

It is the same goal regarding creating the AAT Early Childhood Pathway hoping that the academic path is outlined in a more concise manner.

Program Assessment Methodology and Design: SEE FEEDBACK

The Early Childhood Development Program Student Learning Outcomes are measured by the NAEYC (National Association for the Education of Young Children) national standards. Program rubrics that have been developed are based on these standards. There are 6 core standards that describe the concepts and standards early childhood professionals are to implement to provide quality early education. The 7th standard describes the NAEYC's requirements for early childhood field experiences.

Program Outcomes

1. Promoting Child Development and Learning

2. Building Family and Community Relationships

3. Observing, documenting, and assessing to support young children and families

4. Using developmentally effective approaches

5. Using content knowledge to build meaningful curriculum

6. Becoming a professional

7. Early childhood field experiences

The seven core ECD standards describe what well-prepared early childhood teachers/educators should know and be able to do. The twenty-four key elements clarify the most important features of the standard. They highlight what candidates should know, understand, and implement in the classroom.

A new set of NAEYC Standards was adopted in 2020 The ECD program will need to update the standards through the curriculum process. The new standards are:

1. Child Development and Learning in Context

2. Family-Teacher Partnerships and Community Connections

3. Child Observation, Documentation, and Assessment

4. Developmentally, Culturally, and Linguistically Appropriate Teaching Practices

5. Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum

6. Professionalism as an Early Childhood Educator

Assessment Plan:

Outcome 1- Promoting child development and learning

Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.

     Course: ECD 247   Artifact/Assignment: Lesson Plan

Program Outcome 2: Building family and community relationships:

Candidates know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

     Course: ECD 245   Artifact/Assignment: Lesson Plan

Program Outcome 3: Observing, documenting, and assessing to support young children and families:

Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to support children's development and learning.

     Course: ECD 296   Artifact/Assignment: Child Case Study

Outcome 4- Using developmentally effective approaches to connect with children and families

Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching, and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young

children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.

Course: ECD 247   Artifact/Assignment: Lesson Plan

Outcome 5- Content knowledge to build meaningful curriculum

Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

Course: ECD 247   Artifact/Assignment: Lesson Plan

Outcome 6- Becoming a professional

Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

Course: ECD 237   Artifact/Assignment: Program Evaluation

Outcome 7- Field Experiences

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).

Course: ECD 237, 295, 296   Artifact/Assignment: Field experiences

The assessments used in the ECD program are designed to occur in the latter part of the program. 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.

Program Learning Outcome Assessment:

The Early Childhood Development Program level outcomes are assessed along with course outcomes since national NAEYC outcomes are used for program and course level outcomes. The program mapping is attached.

Assessment Results 2019-2020

Program Outcome #1-Promoting Child Development and Learning-1a, 1b

Students are required to develop a lesson plan that includes learning objectives, learning areas along with materials and activities, multicultural/diverse inclusion activities or materials, and family engagement.

Program Outcome #1	I	II	III	IV	# of Students
Recognize young children's characteristics and needs.	0	1	4	7	12
Illustrate multiple influences on young children's development and learning.	2	0	3	7	12
Create healthy, respectful, supportive, and challenging learning environments.	0	3	3	6	12

Ninety-two percent (n=11) of students scored at Level II in PO #1. This was reflected in the learning activities that were developed by the students. The activities were developmentally appropriate with regards to play, guided play, and direct instruction. The student is responsible

for ensuring that the lesson plan is appropriate and engaging for all domains of development and learning.

Eighty-three percent (n=10) of students scored at Level II for PO #1b. This outcome requires students to illustrate multiple influences on young children's development and learning. The key piece of the lesson plan was examined to see how the students planned for diversity which included culture, gender, and ability. These students demonstrated the importance of including families, cultures, diverse ways of learnings, and anti-bias curriculum planning.

Seventy-five percent (n=9) of students scored in Level III or above on PO #1c, creating challenging learning environments, based on the information they provided in the lesson plan regarding eliciting responses and checking for understanding of the concepts they were presenting. The Level II students needed to provide more in-depth explanations of eliciting responses from the children and how they plan to assess students through observation of children's play and questioning of children.

Use of Results for Improvement

Students will continue to be required to develop a lesson plan that demonstrates their knowledge of child development and how children learn. Students develop the plan in ECD 247 which is offered in the Fall semester. A requirement was added to the practicum courses of ECD 295 and ECD 296 for implementation of the lesson plan students created in ECD 247 which allows for further reflection and assessment of learning objectives with children.

Program Outcome #2: Building Family and Community Relationships

Students are required to develop a lesson plan that includes learning objectives, learning areas along with materials and activities, multicultural/diverse inclusion activities or materials, and family engagement. They are required to reflect on teaching responsibilities and interactions with children, how they will check for understanding, and how they will assess children's progress.

Key Elements	I	II	III	IV	# of Students
Identify diverse family and community characteristics.	2	0	5	5	12
Demonstrate how to support and engage families and communities through respectful, reciprocal relationships.	2	0	5	5	12
Discover how to engage and involve families and communities in their children's development and learning.	2	0	3	7	12

Ten of the twelve students were successful in providing learning objectives, activities, and opportunities to families for PO #2. The level of engagement the opportunities provided to the families and child were examined. The two students in Level II included family involvement but the activities planned did not promote participation in their child's learning.

The students who did not meet this outcome did not provide activities or information to parents. This outcome showed that students planned and implemented learning activities for the children to complete with their parents. Continued illustration and examples of family involvement in the course will be beneficial for upcoming students.

Use of Results for Improvement

Students will be encouraged to provide resources to parents that enhance their involvement with their child's development and learning. Students continue to show positive results in the program for this outcome, no changes will be made to the assessment plan or learning strategies at this time.

Program Outcome #3: Observing, documenting, and assessing to support young children and families

Students conduct an in-depth case study on one child between the ages of 0-5 years over the course of the semester. The purpose of this observation is to integrate course content with a hands-on experience to deepen student's understanding of child development theory and the multiple influences on a child's development. Students are required to complete a developmental checklist and utilize information collected in the case study. They are also required to include family, community and cultural information.

Students were not able to complete the Child Case Study because of the pandemic and school closures.

Program Outcome #4: Using developmentally effective approaches

Students conduct an in-depth case study on one child between the ages of 0-5 years over the course of the semester. The purpose of this observation is to integrate course content with a hands-on experience to deepen student's knowledge of child development theory and the multiple influences on a child's development. Students are required to complete a

developmental checklist and utilize information collected in the case study. The student assesses and summarizes the child's development and composes learning strategies that could improve development.

Students were not able to complete the Child Case Study because of the pandemic and school closures.

Use of Results for Improvement

It was concluded from the 18-19 SLO Report that students needed more experience using developmentally effective approaches. Documentation from students, instructor and site supervisors is needed to demonstrate the practice of strategies used to implement effective teaching. An added component to ECD 247-Early Childhood Curriculum will be that students will use their final lesson plan in the classroom where they complete the practicum hours for ECD 295 or ECD 296. More communication between site supervisors and instructor is needed to be able to track how students are developing these skills during their experience and practicums. An evaluation form for site supervisors to complete along with the instructor is being developed. The form(s) will document observations of interactions with children, appropriate learning environments and learning activities created by student, and experience with assessing a child's development.

Program Outcome #5: Using content knowledge to build meaningful curriculum

Students are required to develop a lesson plan that includes learning objectives, learning areas along with materials and activities, multicultural/diverse inclusion activities or materials, and family engagement. They are required to reflect on teaching responsibilities and interactions with children, how they will check for understanding, and how they will assess children's progress.

Key Elements	I	II	III	IV	# of Students
Apply content knowledge and resources in academic disciplines: language and literacy; the arts (music, creative movement, dance, drama, visual arts), mathematics, science, physical activity, physical education, health and safety, and social studies.	0	2	2	8	12
Identify the use of central concepts, inquiry tools, and structures of content areas or academic disciplines	0	1	3	8	12
Design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.	0	1	3	8	12

The results for PO #5 indicate students understand the importance of a well-planned curriculum that broadly meets children's development yet, at the same time, incorporates tailored learning skills for each child. Ninety-two percent (n=11) of students planned a developmentally appropriate lesson plan that met the goals of a meaningful curriculum outlined in the key elements of PO #5, therefore, exhibiting the understanding and application of curriculum planning by scoring in Level III or IV.

Use of Results for Improvement

Additional information about how to complete the lesson and the requirements have been added to the assignment. Students are given detailed information of what is expected in each section of the lesson plan and how it reflects on the grading rubric. The grading rubric was also updated with additional details about what is expected with assessment and final reflections for the lesson plan.

Program Outcome #6: Becoming a professional

Students complete a program evaluation on their observation site that covers environment, staff, parent relationships, cultural awareness, organization and administration, overall program.

Key Elements	I	II	III	IV	# of Students
a. Recognize the importance of identifying and involving oneself with the early childhood field.	0	2	7	3	12
b. Demonstrate ethical standards and other early childhood professional guidelines.	0	2	7	3	12
c. Participate in continuous, collaborative learning to inform practice; use technology effectively with young children, with peers, and as a professional resource.	0	4	5	3	12
d. Show evidence of integrating knowledgeable, reflective, and critical perspective on early education.	0	2	7	3	12
e. Illustrate informed advocacy for children and profession.	0	4	5	3	12

Early childhood educators need to be invested in the profession to effectively assist children in development and learning. PO # 6 results assessment show students recognized the importance of identifying as an early childhood professional, demonstrating ethical standards, showing evidence of integrating knowledge of early education, and illustrating advocacy by thoroughly completing the program evaluation. They further demonstrated professionalism by including suggestions and recommendations for those things observed that were not appropriate or needed improvement.

Use of Results for Improvement

The results of this outcome show that students need more explanation of what is expected for completing the environmental checklist. More detailed guidance has been added regarding the level of professionalism expected in recommendations and comments. These results will be able to be seen in the next academic year.

Program Outcome #7: Early childhood field experiences

This outcome is assessed with on-site observations of student working in an early childhood classroom through ECD 295/296-Infant/Toddler and Preschool Practicums. Students are required to complete 90 hours of field experience with children from the ages of 0-8.

Key Elements	I	II	III	IV	# of Students
a. Opportunities to observe and practice in at least two of the three early childhood age groups (birth–age 3, 3-5, 5-8)	0	0	0	0	0
b. Opportunities to observe and practice in at least two of the main types of early education settings (early school grades, childcare centers and homes, Head Start programs)	0	14	0	0	14

Students were able to complete the required number of practicum hours. Yet, the results reflect the difficulty they have with completing their hours with different age groups and settings (public preschool, Head Start, elementary classroom). Over 50% (n=6) of ECD students are employed in an early childcare facility which, due to staffing and ratios prohibits them from leaving their classroom to visit another age group or setting.

Use of Results for Improvement

Students are expected to complete practicums with two age groups and two different settings. Students who work in the Head Start centers have commented they are not able to complete the requirement due to staffing constraints. While sharing the 2018-2019 Student Learning Outcomes assessment report with the ECD Advisory Board, the directors, and managers with Head Start stated that staff can observe in other centers and with different age groups. The Advisory Board members also stated they prefer their staff to visit other centers to gain experience and learn from other teaching staff. In the future, the number of hours at a setting and age group will be outlined with more specificity. A rubric will be created for grading the number of hours spent in different settings and ages while obtaining the required number of observation hours. In the past, students received full credit for completing hours, but the rubric grade will reflect the true observation hours regarding the setting and age groups.

Identified Action Items to Improve Student Learning 19-20

- Integrate more child assessment assignments into practicums so students can do hands-on field experience with assessments. -PO #3

- Require ECD 237 students to observe in at least 2 different settings with 2 different age groups. -PO #7

- Visit students and supervisors at least twice during practicums and increase communication with site supervisors. PO #4, #6, #7

- Create site supervisor evaluation for practicum students. -PO #7

SLO Changes 2018-2020:

- Outcome 1 Assessment Artifact Improvement

Additional guidance for students was added to the lesson plan assessment assignment about the importance of including the section pertaining to eliciting responses from children to assess the child's learning.

- Change of Assessment for Outcome 2: Building Family and Community Relationships

Previously Outcome 2 had been assessed with participation in Silly Saturday or other community involvement activity in the student's area. The assessment was changed to the lesson plan that is required in ECD 237. There is a piece that requires students to plan for parent engagement. This can be through events in the classroom, sending learning activities home for parents to work with their child, or a variety of other things that the student includes in the lesson plan.

The assessment improvement for planning and working with families should increase the awareness of the importance of family in a child's development and continued learning. Students will be able to reflect on their planning and the outcomes they seek for families.

- Assessment Artifact Changes for Outcomes 3 and 4

The assessment for Outcome 3 and 4 was changed from a written child observation to a child case study. The observation was a form that students completed in which they were looking for examples of certain traits, development, and interactions. The child case study in a more in-depth assessment that requires the student to complete a developmental checklist on one child along with utilizing the developmental information in describing the child's development. If there are delays or advances, students make recommendations for supporting those aspects. The case study also contains a section for including information about the child's family, background, and culture.

The child case study requires the student to assess and observe a child throughout the semester allowing for an in-depth depiction of the child's development, behavior and family.

The assessment artifacts for Outcome 3 and 4 were changed in the 18-19 SLO report from a written child observation to a child case study. These outcomes were not assessed due to ECD 295 being a Spring only course. These new assignments will be used moving forward in the next assessment cycle.

- Course Practicum Hours Change

The practicum observation/experience hours for ECD 237, 265 and were reduced in 18-19. ECD observation hours were reduced to 30 from 45. ECD 295-296 were each reduced from 70 hours to 45 hours.

- Course Practicum Modality Change

The practicum courses of ECD 237, 265 and 296 were changed to online from face-to-face in 18-19. Students are now required to have an orientation the first full of class via Zoom. The practicum location and other requirements are discussed.

By adding the modality change, assignments which require the student to depict their teaching ability and assessment were added. The student is required to record or take a picture of the lesson they are conducting and discuss the outcome and the assessment that occurred with the children. This occurs throughout the semester allowing the instructor to examine the student's planning and engagement with the children instead of only observing the student one time. The in-person, instructor observation still take place at the end of the semester. These changes were not able to be assessed in the Spring 20 courses.

- Curriculum Changes to ECD 205 and ECD 208

Observation hours were changed from 60 to 30 to match the correct credit/contact hour correlation. New student learning objectives were approved for ECD 205-Preschool CDA and ECD 208-Infant/Toddler CDA. The SLO's in these two courses are based on the Council for Professional Recognition's CDA standards. The SLOs were rephrased to utilize measurable terms. The course description for the above courses were changed to reflect the updated number of observation hours and to reflect the appropriate age group for each course. Changed ECD 202 from a prerequisite to a corequisite since ECD 126, ECD 202 and ECD 205 or 208 are designed to complete in one semester for the Short-Term Certificate. Added the CDA Competency Standards book as a buy book for each CDA course. The book is the resource book that outlines the requirements for the CDA certificate.

These changes should assist the student in understanding the requirements of the CDA Credential by having the book that outlines the whole process. Before, the requirements were included throughout the

course and students questioned why some assignments were required to be completed exactly how it is stated. They will now be able to see the direct information for the Council.

There was an increase in course enrollment with the change from the courses changing from an elective to a required course. The overall enrollment for the two courses in Spring 2018 was 5 with an increase to 11 in Spring 2019.

- Change Assessment for Outcome 5: Using knowledge to build meaningful curriculum

Updated the assessment from the activity plan in ECD 247 to the lesson plan assignment. The lesson plan provides a more complex planning opportunity. The activity plan only covers one learning area, whereas the lesson plan covers all learning areas across the early childhood curriculum.

Students provide a detailed lesson plan that requires them to create learning objectives, plan the learning environment, group times and family engagement. The student must then monitor and assess how they would elicit child responses to evaluate learning and check for understanding and reflect on how the lesson was received by the children. The planning and assessment information provided by the ECD student allows for assessment to analyze how they are using their knowledge to create curriculum.

Program Specificity

ECD students can 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:

According to the data compiled from the Perkins 180 Follow-up Report, 8 of 13 TRC Early Childhood Development graduates were working in the early childhood field in 2018-19, and 6 of 12 in 2019-20.

The Bureau of Labor Statistics reports employment of preschool teachers is projected to grow 2 percent from 2019 to 2029, slower than the average for all occupations.

"Early childhood education is important for a child's intellectual and social development. Preschool teachers should be needed to meet the slowly increasing demand for early childhood education (BLS.gov)."

Quick Facts: Preschool Teachers	
2019 Median Pay ❓	$30,520 per year $14.67 per hour
Typical Entry-Level Education ❓	Associate's degree
Work Experience in a Related Occupation ❓	None
On-the-job Training ❓	None
Number of Jobs, 2019 ❓	540,400
Job Outlook, 2019-29 ❓	2% (Slower than average)
Employment Change, 2019-29 ❓	13,500

Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Preschool Teachers.

The Missouri Kids Count 2020 report shows there is a child population in Butler County of 10,012 children, yet only 955 licensed childcare capacity. This trend also can be seen in the surrounding counties that SCMCAA and DAEOC Head Start serve. The numbers reported show that there is a need for more licensed childcare slots.

Areas	2019	2018	2017
Licensed child care capacity			
Butler County	955	1,030	1,031
Carter County	105	99	109
Ripley County	182	182	182
Shannon County	128	68	60
Wayne County	169	209	177
Child population			
Butler County		10,012	10,025
Carter County		1,420	1,457
Ripley County		3,075	3,099
Shannon County		1,759	1,772
Wayne County		2,698	2,746

Areas	2019	2018	2017
Licensed child care capacity			
Dunklin County	653	683	693
Mississippi County	195	188	198
New Madrid County	292	377	369
Pemiscot County	406	453	463
Scott County	1,037	997	1,038
Stoddard County	545	567	591
Child population			
Dunklin County		7,526	7,773
Mississippi County		2,804	2,872
New Madrid County		4,008	4,046
Pemiscot County		4,183	4,383
Scott County		9,253	9,202
Stoddard County		6,351	6,445

Missouri Kids Count, 2020, mokidscount.org/.

The ECD Advisory Board has active participation from the two Head Start agencies in our area, Delta Area Economic Opportunity Corporation and South Central Missouri Community Action

Agency. These agencies are the largest employers of Three Rivers students in our area. They contact the ECD Program Manager frequently for hiring recruits.

The ECD Practicums allows students to spend 120 hours in various early childhood settings. As with a student teaching, 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
Update program outcomes to correlate with new NAEYC outcomes	Fall 2021	ECD Program Manager	Curriculum Committee
Create Infant/Toddler course	Fall 2022	ECD Program Manager	Curriculum Committee
Advisory Board Meeting	Spring 2022	ECD Program Manager	Budget for luncheon if not held department wide.

Section III

Analysis of the Program

Articulation (If applicable):

Articulation Agreements:

Central Methodist University-Updated Spring 2018

- ECD AAS courses will transfer into the Child Development BS program

Hannibal LaGrange University-Updated Fall 2019

- Accepts ECD 126 Child Health, Safety, Nutrition, ECD 245 Early Childhood Administration

Southeast Missouri State University-Updated Spring 2018

- Accepts ECD 126-Child Health, Safety and Nutrition, ECD 295-ECD Practicum 1

Transfer Rates (If applicable): N/A

Changes in Curriculum:

2018-2020

ECD 205 Preschool CDA/ECD 208 Infant-Toddler CDA

- Updated credit/contact hours to correct correlation.
- Student learning outcomes revised to reflect measurable outcomes.
- Changed ECD 202 to a corequisite. The short term ECD certificate requires students to take ECD 202 and ECD 205 concurrently. The ECD program grid also is set up so that the two courses are taken in the same semester. This alleviates having to submit a Requisite Override waiver each time a student registers for these courses.
- Added age group course information covers to course description.

ECD 237 Early Childhood Development Lab

- Updated course learning objectives-
  1. Plan curriculum that is developmentally appropriate for children.
  2. Use observations to assess development of children.
  3. Develop strategies to inform and involve families in their children's learning and development.

4. Assess curriculum, classroom environment, and teaching practices in lab experiences.

ECD 205 – Preschool CDA
ECD 208 – Infant/Toddler CDA
Update the course description to include CPR certification is a course requirement.

AAS in Early Childhood Development
Remove the transfer option, with the revisions to the AAT programs this is no longer needed. The program purpose statement was also updated.

Short-Term Certificate in Early Childhood Development (CDA) (11 cr/hr)
Add CDA to the title to differentiate it from the new proposed certificate. Completion of this certificate coursework is the minimum needed for immediate work in the field. The purpose statement is revised to reflect the change.

External Needs Assessment:

The ECD Advisory Committee meets yearly. The minutes from the meetings are attached.

The only external factor that affects the program is for 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.

Members of the ECD Advisory Board have representation that include Head Start, CMU, Hannibal-LaGrange, Butler County Resource Council, local childcare 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:

The 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.

Impact of Resources to Support Teaching and Learning:

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

Viability Report

Revenue

Tuition 66,407.50

Common Fee 23,405.50

Total Revenue 89,813.00

Expenses

Salary and Benefits 66,674.67

Total Expenses 66,674.67

Program Generated Income: 23,138.33

Margin   26%

Program Viability: Given that Early Childhood Development has a 26% margin for 2020 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.

Additional Information: Early Childhood Development had 611 credit hours billed in fiscal year 2020. Program enrollment should be monitored for large changes. If a large change is noticed viability will be impacted. If necessary, a new viability report should be requested. Early Childhood Development.

Three Rivers College Financial Services. *Financial Viability Report for the Fiscal Year of 2020*.

Evaluation of Resources to Support Teaching and Learning:

Additional learning resources, such as DVDs and early childhood training materials, could be added more often to keep materials current.

Professional Development:

ECD Program Manager attends 2 regional MAECTE meetings per year. This is the Missouri chapter of NAECTE-National Association of Early Childhood Teacher Educators. Due to budget cuts, these meeting are now attended virtually.

Program Manager also attends the Conference on the Young Years held every year in March. A meeting of the Missouri Early Childhood Community College Collaboration is held the day before the Conference on the Young Years begins. This group is comprised of early childhood instructors from 2-year colleges from around the state.   In 2019, a Memorandum of Understanding was created by participating early childhood programs that shared a commitment to increasing opportunities for student access and success in higher education and in pursuing a career in early childhood education. Several community colleges offering coursework in early childhood education have formed a collaboration called "Community College Collaboration" work group. This group aims to provide students seeking a career in early childhood opportunities to transfer seamlessly within these participating institutions through articulation of credit for two foundational ECE courses, namely, *Foundations of Early Childhood Education* and *Nutrition, Health and Safety*.

External Accreditation & Documentation:

Three Rivers College is accredited by the Higher Learning Commission and by the Missouri Department of Higher Education. The college received the Higher Learning Commission Reaffirmation of Accreditation August 03, 2018.

Section IV

External Review of the Program

The program review is available to the Advisory Committee. The results are shared at the meetings and discussed with committee. This is noted in the Advisory Meeting minutes.

The Early Childhood Development program has a very active Advisory Committee. Its members consist of the staff from the University Center, SCMCAA and DAEOC Head Start, local childcare centers, Poplar Bluff Schools, Butler County Community Resource Council and TRC faculty and staff.

THREE RIVERS COLLEGE

Section I

Program Overview

Program Title: Forestry Technology AAS

Dates of Last Review: 2016-2017

Dates of Current Review: 2020-2021, Initial Review
Faculty Contact: Traven Crocker

Email: tcrocker@trcc.edu

Phone: 573-840-9684   **VoIP Extension:** 8021

Executive Summary:

The Three Rivers College Agriculture Program has seen a large amount of change within the past five years which has contributed both positively and negatively to our overall mission. With multiple faculty changes and numerous curricular and assessment changes, we are only at the initial phase where we can see the effects of these changes. We are also continuing to make improvements we feel will enhance this program. Student learning outcome and program outcome assessment have been recently revised and the data from the assessments will be reviewed to identify areas where curriculum revision and action items may be implemented to improve student success. We are excited about the progress we have made thus far and expect to see a positive change soon that reflects our efforts.

College Mission Statement:

The Mission Statement is located on our college website and may be found by clicking. [here](#)*.*

> 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 is for students who what to develop management and technical skill to enter forestry-related industry or production.

The Forestry Technology AAS program aligns with the mission of Three Rivers College by ensuring program viability through comprehensive programmatic review and providing students with a relevant and current curriculum that prepares them for gainful employment upon successful completion.

Catalog Description:

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

The catalog description is reviewed annually upon the draft and publishing of the upcoming Three Rivers College Catalog. This review is processed through the Office of the Chief Academic Officer.

Program Outcomes:

1. Identify plant species by taxonomy and distribution.

2. Develop appropriate silviculture prescripts.

3. Use appropriate sampling methods and units of measurements to protect forest stands.

4. Develop technical knowledge, interpersonal skill, and work habits necessary for successful employment.

Proposed changes to the program outcomes.

1. Examine principles of pesticide application, commercial driving, and measurement techniques.
2. Apply analytical and critical thinking skills in relation to the forestry industry.
3. Form technical knowledge and skills in relation to forestry industries.
4. Demonstrate written and verbal communication to effectively work in forestry professions.

Pre-requisites:
The Forestry Technology AAS program does not have prerequisites for admission into the program. However, some course-specific prerequisites were added since the last program review.

In 2018-2019, FRST 215: Forest Management Practices, implemented the prerequisite of FRST 117: Introduction to Dendrology and FRST 119: Forest Measurements. The change is to ensure student success by requiring knowledge of tree species before enrollment in an upper-level course.

In 2018-2019, FRST 217: Silviculture and Ecology, implemented the prerequisite of FRST 117: Introduction to Dendrology in 2019-2020. The change is to ensure student success by requiring knowledge of tree species before enrollment in an upper-level course.

In 2018-2019, the prerequisite of READ 02: Transitional College Reading or Reading placement of ENGL 111: College Writing was added to all agriculture courses. Please refer to Table 1, below, for a complete list. Previously, there were no pre-requisites for forestry courses. The prerequisites ensure students have the necessary skills to read and understand the material required to be successful in the courses. The changes in prerequisites will be monitored for efficacy.

Table 1. List of all FRST courses with a prerequisite of READ 02: Transitional College Reading or Reading placement of ENGL 111: College Writing.

FRST 115 Introduction to Forestry (formerly Forest Utilizations change title in 2019-2020)
FRST 117 Introduction to Dendrology
FRST 119 Forest Measurements
FRST 225 Fire Ecology (formerly Wildland Fire Management change the title in 2019-2020)

Program Costs:

The institutional tuition, common, course, distance learning, and material fees for the Forestry Technology AAS program are estimated in Table 2, below. There are also other courses with sections where some fees may or may not apply regarding the student's preferred class or modality. The estimated tuition/fees/materials/testing for in-district is $10,059, non-district is $13,479, and out-of-state is $16,059. Tuition and fees incurred in the Forestry Technology AAS program are comparable to other Two-Year Colleges in the state of Missouri. All program costs are necessary at this time and will continue to be evaluated for efficiency.

Program costs were calculated by multiplying the credit hour fees by the number of credit hours per course and fixed course fees are flat fees assigned to the respective courses. Distant Learning fee per credit hour has also been applied to corresponding courses. Individual course sections and available modalities may vary. A transcript fee was not included. Information on program cost was accessed from Three Rivers College Tuition, Fees, and Testing Data provided by the Office of the Chief Financial Officer.

Table 2. Tuition & Fees Per Course FY20-Associate of Applied Science in Forest Technology.

Course	Title	Cr. Hrs.	In-District	Non-District	Out-of-State	Common Fee	Course Fee	Distance Learning	Materials
	Per credit hour		100	157	200	46		20	45
AGRI 120	Plant Science	4	400	628	800	184		80	45
CIVL 116	Surveying I	3	300	471	600	138			45
AGRI 110	Soil and Soil Fertility	4	400	628	800	184		80	45
FRST 117	Introduction to Dendrology	3	300	471	600	138	*		45
FRST 119	Forest Measurements	3	300	471	600	138	*		45
ENGL 111	College Writing	3	300	471	600	138			45

MATH 161 or 163 Or 163 W&H only	Degree Specific	3	300	471	600	138	34 or 30.00 or *118**		45
FRST 115	Introduction to Forestry	3	300	471	600	138			45
GOVT 121	National & State	3	300	471	600	138			45
SCOM 110 Hybrid Only	Public Speaking	3	300	471	600	138	59		45
FRST 225	Fire Ecology	3	300	471	600	138			45
GIS 110	Introduction to Mapping Principles	3	300	471	600	138			45
GNST	Career Exploration	1	100	157	200	46		20	45
AGRI 122	Natural Resource Management	3	300	471	600	138		80	45
CIVL 216	Surveying II	3	300	471	600	138			45
FRST 215	Forest Management Practices	3	300	471	600	138			45
GIS 120	Introduction to GIS	3	300	471	600	138			45
AGRI 297	Agriculture and Forestry Internship	3	300	471	600	138		80	45
FRST 217	Silviculture and Ecology	3	300	471	600	138			45
GeEd	General Education Course	3	300	471	600	138		*	45
	Total	60	10,059	13,479	16,059	2,760	59	340	855

Tuition, Fees, and Testing Data provided by Office of the Chief Financial Officer.

Section II

Current State of the Program

Enrollment Trends:

The Admitted vs. Applications does not apply to the AAS Forestry Technology Program.

The course capacity at the Poplar Bluff campus is 30 students. There are currently no forestry courses offered at external campus locations.

Graph 1, below, shows the Forest Technology AAS program's course enrollment, course completion, full-time faculty percentages, and program retention. The program has maintained a Course Completion rate above 88% from 2016 to 2020. The program Course Completion (C or Better) ranged from low-70's to '90s from 2016-2020. The Full-Time Faculty Percentages from 2016-2020 vary because all the FRST courses were taught by two adjunct faculty. All the courses at present are now taught by one adjunct faculty member. The program's retention has risen from 38% to 69% from 2016 to 2020.

Graph 1. Overview of the Forestry Technology AAS Program.
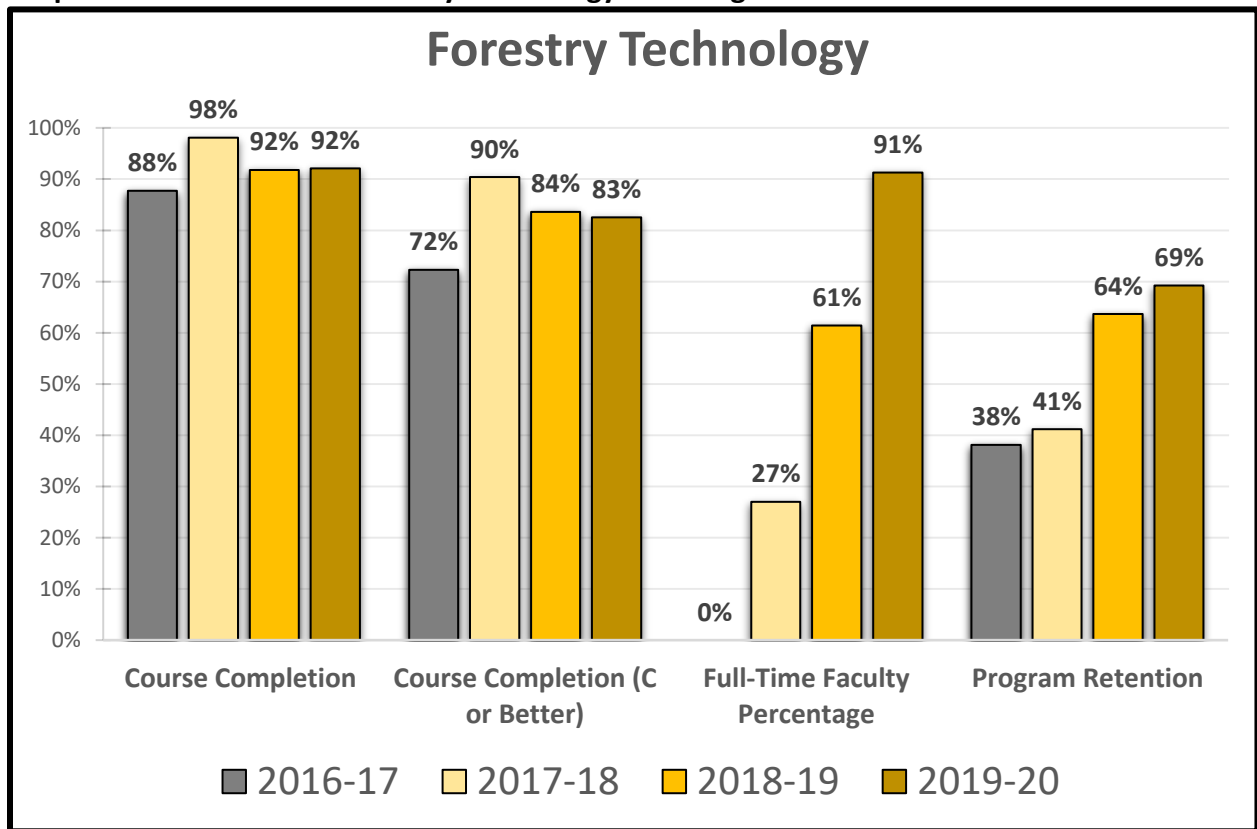
Information from Three Rivers College Career Program Outputs Data.

Table 3, below, builds upon Graph 3 and gives more information on the Forest Technology AAS program's course enrollment, course completion, full and part-time faculty credit hours and percentages, program enrollment, and retention. The declared pathways, percent of enrolled who completed 50% or more, and academic year graduates are also shown the Table 3. There was a peak of 6 graduates in 2017 and a decline thereafter to less than half in the following years.

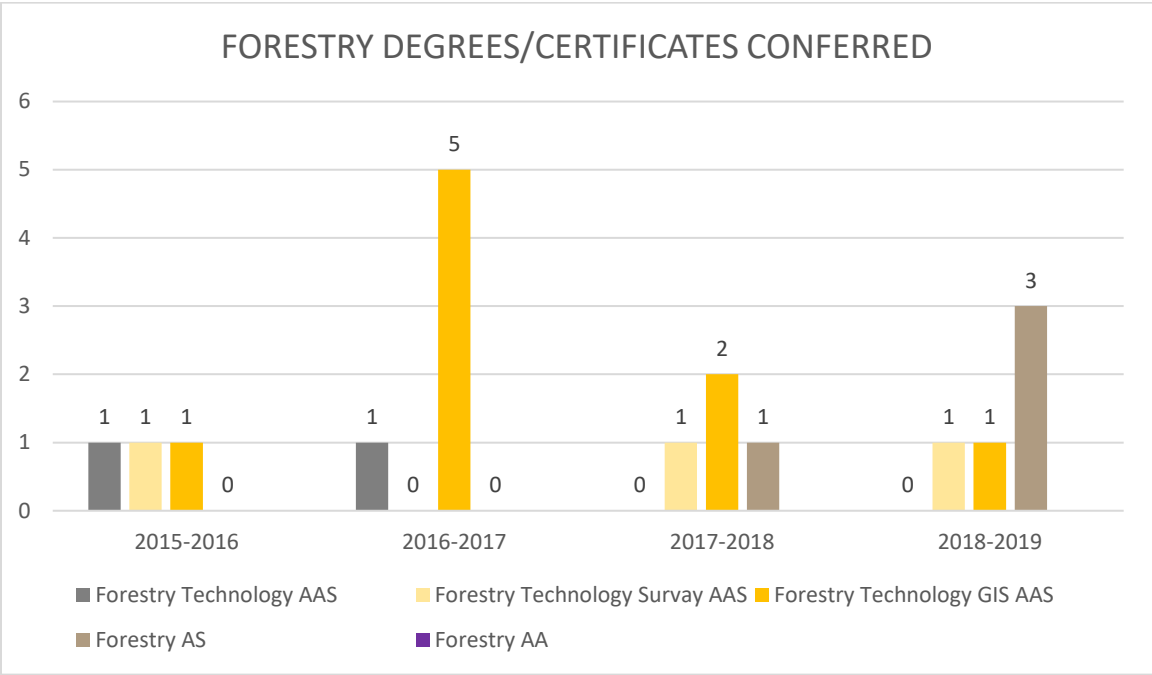**Table 3. Overview of the Forestry Technology AAS Program.**

Description	2016-17	2017-18	2018-19	2019-20
Course Enrollment (Duplicated)	65	52	61	63
Course Completion Total (Duplicated)	57	51	56	58
Course Completion	**88%**	**98%**	**92%**	**92%**
Completion Total C or Better (Duplicated)	47	47	51	52
Course Completion (C or Better)	**72%**	**90%**	**84%**	**83%**
Full-Time Faculty Percentage	**0%**	**27%**	**61%**	**91%**
Full-Time Faculty Credit Hours	0	51	129	189
Part-Time Faculty Credit Hours	219	138	81	18
Program Enrollment Total (Unique Students)	26	20	24	18
Program Graduation Total (Unique Students)	5	3	2	5
Program Retention Total (Unique Students)	8	7	14	9
Program Retention	**38%**	**41%**	**64%**	**69%**
	16/FA	**17/FA**	**18/FA**	**19/FA**
Declared Pathway	21	14	19	17
And enrolled in at least one Pathway course.	19	14	18	17
And Completed 50% or more of Pathway.	14	13	9	12
Percent of Enrolled who Completed 50% or More.	**68%**	**64%**	**67%**	**65%**
Academic Year Graduates	**3**	**6**	**3**	**2**

Programs Included: AAS.FRST. Also, AAS.FRST.GIS (inactive as of Spring 2020) and AAS.FRST. SURV (inactive as of Fall 2019)

Course List: FRST-117 and FRST-215 are only offered in Fall. FRST-115, FRST-119, FRST-217, and FRST-225 are only offered in Spring. Information from Three Rivers College Career Program Outputs Data.

Graph 2, below, shows the forestry program's total number of AAS degrees conferred was 3 for 2015-2016, 6 for 2016-2017, 3 for 2017-2018, and 6 for 2018-2019. The data of the degrees conferred indicate an upward trend from a previous two-year low.
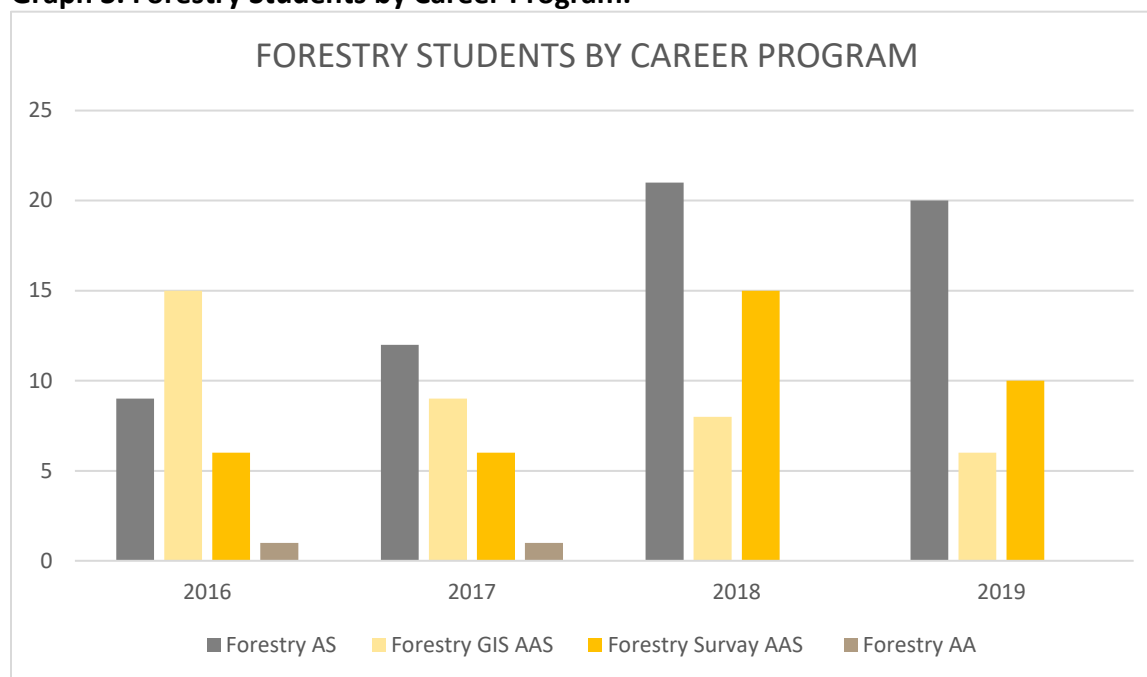
Graph 2. Academic Year Graduates by Degree Options

FORESTRY DEGREES/CERTIFICATES CONFERRED

Year	Forestry Technology AAS	Forestry Technology Survay AAS	Forestry Technology GIS AAS	Forestry AS	Forestry AA
2015-2016	1	1	1	0	
2016-2017	1	0	5	0	
2017-2018	0	1	2	1	
2018-2019	0	1	1	3	

The data listed is from the Three Rivers College Factbook from 2016-2019

Graph 3, below, shows the Forestry Students by Career Program. The forestry program's total number of students in an AAS career program was 21 in 2016, 15 in 2017, and 23 in 2018, and 16 in 2019. The data shows a steady pattern in the number of students in the AAS career program over the past 4 years. The number of students in the AS degree was 9 in 2016, 12 in 2017, 21 in 2018, and 20 in 2019. The data shows an increasing trend in the number of students from 2016 to 2019. The forestry AS degree's grid was specifically designed for students who planned to transfer to the University of Missouri Columbia. This degree has been replaced with an AA (Associates of Arts) forestry degree to broaden students' options of institutions they can transfer to. With the new AA (Associates of Arts) option in place, the number of students in this degree is expected to increase.

Graph 3. Forestry Students by Career Program.

FORESTRY STUDENTS BY CAREER PROGRAM

■ Forestry AS ■ Forestry GIS AAS ■ Forestry Survay AAS ■ Forestry AA

The data listed is from the Three Rivers College Factbook from 2016-2019.

Table 4, below, shows the course enrollment and course completion breakdowns for each core forestry course in the program. The FRST 115 Introduction to Forestry and FRST 117 Introduction to Dendrology have the largest number of students per year. The FRST 119 Forest Measurements, FRST 215 Forest Management Practices, FRST 217 Silviculture and Ecology, and FRST 225 Fire Ecology course have a smaller number of students per year. Course Completion rates for courses are high with no notable anomalies.

Table 4. Forestry courses enrollment breakdown in the Forestry Technology AAS Program.

COURSE BREAKDOWNS					

FRST-115 (Introduction to Forestry) Course Data	**16/SP**	**17/SP**	**18/SP**	**19/SP**	**20/SP**
Course Enrollment (Duplicated)	11	9	4	17	10
Course Completion Total (Duplicated)	11	8	4	14	10
Course Completion	**100%**	**89%**	**100%**	**82%**	**100%**
Completion Total C or Better (Duplicated)	10	8	4	14	10
Course Completion (C or Better)	**91%**	**89%**	**100%**	**82%**	**100%**

FRST-117 (Introduction to Dendrology) Course Data	**15/FA**	**16/FA**	**17/FA**	**18/FA**	**19/FA**
Course Enrollment (Duplicated)	14	6	11	18	14
Course Completion Total (Duplicated)	11	6	7	16	13
Course Completion	**79%**	**100%**	**64%**	**89%**	**93%**
Completion Total C or Better (Duplicated)	7	6	6	16	9
Course Completion (C or Better)	**50%**	**100%**	**55%**	**89%**	**64%**

FRST-119 (Forest measurements) Course Data	16/SP	17/SP	18/SP	19/SP	20/SP
Course Enrollment (Duplicated)	12	7	5	19	6
Course Completion Total (Duplicated)	12	5	5	16	4
Course Completion	**100%**	**71%**	**100%**	**84%**	**67%**
Completion Total C or Better (Duplicated)	9	5	4	14	4
Course Completion (C or Better)	**75%**	**71%**	**80%**	**74%**	**67%**

FRST-215 (Forestry Management Practices) Course Data	15/FA	16/FA	17/FA	18/FA	19/FA
Course Enrollment (Duplicated)	10	8	9	0	19
Course Completion Total (Duplicated)	9	8	8	0	18
Course Completion	**90%**	**100%**	**89%**	**0%**	**95%**
Completion Total C or Better (Duplicated)	8	7	8	0	16
Course Completion (C or Better)	**80%**	**88%**	**89%**	**0%**	**84%**

FRST-217 (Silviculture and Ecology) Course Data	16/SP	17/SP	18/SP	19/SP	20/SP
Course Enrollment (Duplicated)	12	7	3	10	8
Course Completion Total (Duplicated)	12	6	3	10	8
Course Completion	**100%**	**86%**	**100%**	**100%**	**100%**
Completion Total C or Better (Duplicated)	11	6	2	9	6
Course Completion (C or Better)	**92%**	**86%**	**67%**	**90%**	**75%**

FRST-225 (Fire Ecology) Course Data	16/SP	17/SP	18/SP	19/SP	20/SP
Course Enrollment (Duplicated)	8	6	7	14	11
Course Completion Total (Duplicated)	8	6	6	13	10
Course Completion	**100%**	**100%**	**86%**	**93%**	**91%**
Completion Total C or Better (Duplicated)	8	6	6	13	10
Course Completion (C or Better)	**100%**	**100%**	**86%**	**93%**	**91%**

Programs Included: AAS.FRST. Also, AAS.FRST.GIS (inactive as of Spring 2020) and AAS.FRST. SURV (inactive as of Fall 2019)

Course List: FRST-115, FRST-117, FRST-119, FRST-215, FRST-217, and FRST-225
FRST-117 and FRST-215 are only offered in Fall.

FRST-115, FRST-119, FRST-217, and FRST-225 are only offered in Spring.

Information from Three Rivers College Career Program Outputs Data.

Enrollment Evaluation:
As a result of the evaluation of enrollment trends, several changes have been made to aid in enrollment and retention. In the past, agriculture courses were being offered three days a week on a Monday, Wednesday, Friday schedule and did not align with the Forestry course offered

on Tuesday and Thursday. Students in the spring/ fall semester of 2018 were given a survey of their preference of course times, days, and duration. The survey led to the change of all Agriculture and Forestry courses to be offered two days a week on a Tuesday, Thursday schedule. The schedule change was implemented in Fall 2019. Both programs need core courses in plant and soil science so aligning courses available on the same days of the week benefited all students.

All forestry courses are offered in the face-to-face modality by adjunct faculty at the main campus. A fully online forestry program is not expected to be implemented due to the hands-on nature of the forestry curriculum. However, there is a potential need to integrate more online components into existing forestry courses.

The Communications and Recruitment departments held virtual tours highlighting several programs Three Rivers College offers. The Agriculture and Forestry programs participated in this new recruitment strategy on 5-1-2020 and 9-28-2020. The virtual tour was hosted through ZOOM by the Welcome Center, Davina Bixby, Coordinator, Admissions & Recruitment, and the Agriculture and Forestry Faculty. Unfortunately, there were no participants in either session. There will be future meetings planned to discuss recruiting initiatives for agriculture and forestry.

The Agriculture and Forestry program, the SMSS, and CWDE Department annually host a Missouri DESE (Department of Elementary and Secondary Education) STEM event in December 2019 for middle school students. This recruitment opportunity allows middle school students to explore various STEM fields, including agriculture and forestry.

In efforts to increase enrollment and retention in the Forestry program, there may be viable options to offer articulated or dual credit courses to the surrounding high schools. A partnership would help strengthen bonds with our local high schools and may aid in enrollment and retention rates.

Progress & Completion:

At present, there is no benchmark for the program. Students of the program do take the Technical Skills Assessment (TSA) exam before graduating. Data from the TSA exam has not been utilized for benchmark purposes. The TSA exam will be investigated as a potential benchmark.

One attrition point is those students who begin the AAS program then change to the AA transfer pathway to continue their education at other institutions. Another attrition point involves students' work and life obligations.

All Forestry courses have face-to-face modality and are offered on Tuesday and Thursday at the main campus. Currently, there are no other modalities to make a comparison.

Curriculum changes over the past few years have improved completion rates. The program's curriculum will continue to be reviewed and revised. The focus for faculty is to implement a comprehensive approach to advising and monitoring students as they enter the program. The present goal is to survey students, identify barriers, and implement a plan to increase student success.

Student Learning Outcomes Assessment:

The AAS Forestry Technology program's student learning outcomes have not been assessed since 2016-2017. The current program and student learning outcomes do not reflect the intended outcomes to be achieved. The courses are not mapped nor aligned to the program outcomes. There is not a rubric to assess the program outcomes.

In working with the Office of Institutional Effectiveness, new program outcomes, program outcome rubric, and student learning outcomes are being developed and will be mapped for alignment throughout the curriculum during 2021-2022. Both the current and newly proposed program outcomes are presented in this report. Future meetings will be planned with the Office of Institutional Effectiveness to discuss the evaluation of the Student Learning Outcome Assessment.

Assessment plans for the forestry program's student learning outcomes and curriculum will be updated in 2021-2022 and will be reviewed regularly. To keep a relevant curriculum, textbooks and other learning material are updated every three years. Student learning outcomes will be reviewed when updating course content and when results from SLO (Student Learning Outcomes) assessment indicate areas in need of improvement.

Due to the lack of student learning outcome assessment since 2016-2017, no data had been collected and analyzed for areas of improvement in the program. The programs Advisory Board proposals and the Department Chair, Faculty, and Adjunct's recommendations have led the curriculum revisions. Data from the newly implemented SLO (Student Learning Outcomes) assessment plan in Fall 2020 and Spring 2021 will be analyzed for areas of improvement.

Although there is no previous data to compare to, there have been numerous improvements made to the forestry program. For the 2020-2021 planning year, using the enhancement grant amount of $187,206, Three Rivers College was able to update technology and equipment for use in all the agriculture and forestry courses. The main objective for this project is to engage students in activities on the college farm which stimulated real-world experiences, so students have the knowledge, skills, and practical experience when entering the workforce. By using the farm as a learning laboratory, students will be involved in every aspect of farm and forestry management which include facilities maintenance, small scale construction, plant propagation, animal health management, soil analysis, crop pest control, resource conservation, business management, facilities maintenance and much more. These activities align with the course learning outcomes and improve student learning engagement.

The AGRI and FRST classes were able to take a field trip in the fall 2020 semester on September 15, 2020. There were seventeen students in attendance. Students were able to tour the Fairdealing farm's new facilities, laboratory animals, equipment, and learn about the current beef cattle operation. Future class trips and laboratory events at Fairdealing and Sikeston hemp research plots will be scheduled for FY21. An itemized list has been uploaded to the document library in SPOL of all the enhancement grant purchases.

Without student learning outcome data to analyze, there is no formal method to track how changes have affected student learning. Along with curriculum changes, updates to the facilities, equipment, and technology over the past three years have improved student learning through engagement. A summary of these updates is found in the Adequacy of Facilities, Equipment, and Technology section of this report.

Program Learning Outcome Assessment:

The program learning outcomes have not been assessed since 2016-2017. The current program learning outcomes do not reflect the intended outcomes to be achieved. In working with the Office of Institutional Effectiveness, new program outcomes and program outcome rubric have been developed and mapped for alignment during 2020-2022.

The current AAS Forestry Technology program outcomes were designed by former faculty. There have been several changes and updates to the curriculum of the program. The current program outcomes are not mapped and do not have an assessment rubric.

The proposed AAS Forestry Technology program outcomes have been developed by the faculty, department chair, advisory board and are guided by the Office of Intuitional Effectiveness. The four proposed program outcomes are mapped and aligned with an assessment rubric in the tables below.

Course Mapping

AAS Forestry Technology: Program Outcomes Mapping

Program Outcome 1: Examine principles of pesticide application, commercial driving, and measurement techniques.	
Course	**Course Learning Outcome (CLO)**
AGRI 172 Integrated Pest Management	Recognition of the benefits and risks associated with using pesticides and look for alternatives.
	Understand toxicity levels of pesticides, safe handling procedures, and laws governing their use.
	Interpret a pesticide label and correctly recommend a pesticide according to label directions.
	Calculate spray mix formulations and calibrate equipment for pesticide applications.
	Identify the various classes of pesticides and their modes of kill.
CIVL 116 Surveying I	The art and science of surveying.
	Define basic terminology used in surveying.
	Summarize methods used in general surveying practices.
	Basic surveying math and computations.
	Measurement of horizontal and vertical distances along with the measurement of angles.
	Utilize the concept of Sine, Cosine, and Tangent.
CIVL 216 Surveying II	The art and science of surveying.
	Define basic terminology used in surveying.
	Summarize methods used in general surveying practices.
	Basic surveying math and computations.
	Measurement of horizontal and vertical distances along with the measurement of angles.
FRST 119 Forest Measurements	Introduce students to basic forest measurements, inventory, and monitoring skills.
	Develop sound measurement techniques.
	Examine timber harvest engineering methods and tree and log sale layouts.
	Develop timber sale contracts.
TRNS 105 Certified Driving License	Plan a trip accounting for road conditions, restrictions, laws, and regulations associated with the operation of a commercial vehicle while using required documentation and tools to maintain an accurate driver logbook.
	Conduct pre-trip inspections appropriately by correctly identifying all vehicle parts, their purpose, and acceptable operating ranges along with the controls for starting the engine, shifting, accelerating, braking, and parking.
	Demonstrate driving techniques to operate a commercial vehicle safely in compliance with all regulations.
	Complete the Missouri State CDL permit test, the Missouri State CDL exam, and be qualified for employment in the transportation industry.

Program Outcome 2: Apply analytical and critical thinking skills in relation to the forestry industry.	
Course	**Course Learning Outcome (CLO)**
FRST 115 Introduction to Forestry	Discuss multiple procedures in the field of forestry.
	Provide information regarding management policies at the local and national levels.
	Develop an understanding of forestry ecological system management.
	Discuss the interrelationships of forestry to other disciplines of natural and social sciences.
FRST 117 Introduction to Dendrology	Identify the family, genus, and species of each specimen.
	Explain species association and succession.
	Discuss the major commercial species of trees in North America and their uses.
	Understand the use of dichotomous keys.
FRST 119 Forest Measurements	Introduce students to basic forest measurements, inventory, and monitoring skills.
	Develop sound measurement techniques.
	Examine timber harvest engineering methods and tree and log sale layouts.
	Develop timber sale contracts.
FRST 215 Forest Management Practices	Discuss the early history and roles government plays in forest management.
	Examine how ecosystems are overlapping to include flora and fauna applications.
	Describe sustainable forest concepts with a multiple use philosophy.
	Review timber management practices.
FRST 217 Silviculture and Ecology	Understand the methods of regeneration.
	Discuss soil preparation processes for planting timber crops.
	Explain timber stand improvement thinning techniques.
	Describe pesticide use and other timber treatment methods.

Program Outcome 3: Form technical knowledge and skills in relation to forestry industries.	
Course	**Course Learning Outcome (CLO)**
AGRI 110 Soils & Soil Fertility	Evaluate the functions of soil in the ecosystem, its formation from parent material, and classifications.
	Examine soil architecture characteristics and its relationship to water, air, and temperature.
	Relate soil colloids, pH, organisms, and organic matter examining their productivity affect.
	Assess a soil nutrient test to determine the amendments needed for optimum plant growth.
AGRI 120 Plant Science	Identify external and internal structures of higher plants.
	Describe the stages of plant growth and development with emphasis placed on plant chemistry, photosynthesis, and respiration.
	Prepare a weed and crop collection with emphasis placed on floral, forage, row, and vegetable crops.
AGRI 122 Natural Resource Management	To examine our natural resources in historical terms from the 1600s to present.
	To be familiar with legislation aimed at protecting and preserving our natural resources.
	To develop management skills in the areas of soil, water, forestry, and wildlife.
	To apply natural resource management skills to current farming practices.
AGRI 172 Integrated Pest Management	Recognition of the benefits and risks associated with using pesticides and look for alternatives.
	Understand toxicity levels of pesticides, safe handling procedures, and laws governing their use.
	Interpret a pesticide label and correctly recommend a pesticide according to label directions.
	Calculate spray mix formulations and calibrate equipment for pesticide applications.
	Identify the various classes of pesticides and their modes of kill.
AGRI 297 Agriculture Internship	Discuss human relations issues pertinent to the workplace.
	Prepare a cover letter, resume, and job application.
	Locate websites to facilitate employment opportunities.
	Construct a portfolio specific to the internship site.
	Develop positive work habits leading to professional growth.
GIS 110 Introduction to Mapping Principles	Explain terminology specific to mapping.
	Critique maps for required components.
	Demonstrate mapping skills.
	Use mapping concepts to create solutions for given spatial problems.
GIS 120 Introduction to Geographic Information Systems	Explain how GIS is used in different fields of study.
	Identify and acquire data for use in GIS software program.
	Create maps using GIS software program.
	Identify basic GIS elements and concepts.
FRST 115 Introduction to Forestry	Discuss multiple procedures in the field of forestry.
	Provide information regarding management policies at the local and national levels.
	Develop an understanding of forestry ecological system management.

	Discuss the interrelationships of forestry to other disciplines of natural and social sciences.
FRST 117 Introduction to Dendrology	Identify the family, genus, and species of each specimen.
	Explain species association and succession.
	Discuss the major commercial species of trees in North America and their uses.
	Understand the use of dichotomous keys.
FRST 119 Forest Measurements	Introduce students to basic forest measurements, inventory, and monitoring skills.
	Develop sound measurement techniques.
	Examine timber harvest engineering methods and tree and log sale layouts.
	Develop timber sale contracts.
FRST 215 Forest Management Practices	Discuss the early history and roles government plays in forest management.
	Examine how ecosystems are overlapping to include flora and fauna applications.
	Describe sustainable forest concepts with a multiple use philosophy.
	Review timber management practices.
FRST 217 Silviculture and Ecology	Understand the methods of regeneration.
	Discuss soil preparation processes for planting timber crops.
	Explain timber stand improvement thinning techniques.
	Describe pesticide use and other timber treatment methods.

Program Outcome 4: Demonstrate written and verbal communication to effectively work in forestry professions.	
Course	Course Learning Outcome (CLO)
AGRI 120 Plant Science	Prepare a weed and crop collection with emphasis placed on floral, forage, row, and vegetable crops.
AGRI 172 Integrated Pest Management	Interpret a pesticide label and correctly recommend a pesticide according to label directions.
FRST 215 Forest Management Practices	Describe sustainable forest concepts with a multiple use philosophy.
FRST 217 Silviculture and Ecology	Discuss soil preparation processes for planting timber crops.
	Describe pesticide use and other timber treatment methods.

Three Rivers College
Forestry Program
Program Outcomes Rubric

	I	II	III	IV
Examine principles of pesticide application, commercial driving, and measurement techniques.	Fails to examine principles of pesticide application, commercial driving, and measurement techniques.	Examines of one and/or two, but not all three.	Examine principles of pesticide application, commercial driving, and measurement techniques with minor errors and/or assistance required.	Examine principles of pesticide application, commercial driving, and measurement techniques.
Apply analytical and critical thinking skills relative to the forestry industry.	Fails to apply analytical and critical thinking skills in relation to the forestry industry.	Applies analytical and critical thinking skills but fails to connect problem-solving abilities to the forestry industry contextually.	Apply analytical and critical thinking skills in relation to the forestry industry with minor errors and/or assistance required.	Applies analytical and critical thinking skills in relation to the forestry industry.
Form technical knowledge and professional skills relating to forestry industries.	Fails to form technical knowledge and professional skills in relation to forestry industries.	Forms technical knowledge but lacks the professional skills to related information within the forestry industry.	Forms technical knowledge and professional skills in relation to forestry industries with minor errors and/or assistance required.	Forms technical knowledge and professional skills in relation to forestry industries.
Demonstrate written and verbal communication to effectively work in forestry professions.	Fails to demonstrate written and verbal communication to effectively work in forestry professions.	Demonstrates either written or verbal communication effectively to work in forestry professions, but not both.	Demonstrates written and verbal communication to effectively work in forestry professions with minor errors and/or assistance required.	Demonstrates written and verbal communication to effectively work in forestry professions.

The Forestry Program's learning outcomes assessments will be conducted in the Fall or Spring of 2022. The courses that are planned to be assessed include FRST 117 Introduction to Dendrology, FRST 119 Forest Measurements, FRST 225 Fire Ecology, FRST 217 Silviculture and Ecology, and FRST 215 Forest Management Practices. Each of the student learning outcomes assessment will be mapped and aligned to its corresponding program outcome to avoid any duplication of content within courses. The courses in the program are sequenced for a full-time student to complete in two years. Currently, all FRST courses have a face-to-face modality. The program allows students to develop management and technical skills to enter forestry-related industries or production.

Job Placement:

The Forestry Program's employment rates are shown in table 5, below. The information in the report was gathered from the past three MOSIS Reporting years by Three Rivers Career Services Coordinator. For 2018-2019: The AAS.FRST. SURV cohort had a 100% rate for continuing education. The AS. FRST had no response. For 2017-2018: The AAS.FRST.GIS cohorts a related or nonrelated employment rate of 100%. The AAS.FRST. SURV cohort had a 100% rate for continuing education. For 2016-2017: The AAS.FRST.GIS cohorts had cohorts with a related or nonrelated employment rate of 67% and a 33% rate of other, which was not defined in the report.

Table 5. Forestry Employment Rates by Program or Certificate

MOSIS REPORTING 18-19 (December 18 and May 19 Graduates) ***Based on those who responded						
Program	**Number of Graduates**	**Number of Responses**	**% Employed Related**	**% Employed Non-Related**	**% Employed Related and Non-Related**	**Furthering Education**
AAS.FRST. SURV	1	1	0%	0%	0%	100%
AS. FRST	2	0	0%	0%	0%	0%
MOSIS REPORTING 17-18 (December 17 and May 18 Graduates) ***Based on those who responded						
Program	**Number of Graduates**	**Number of Responses**	**% Employed Related**	**% Employed Non-Related**	**% Employed Related and Non-Related**	**Furthering Education**

AAS.FRST.GIS	2	2	100%	0%	100%	0%
AAS.FRST. SURV	1	1	0%	0%	0%	100%

MOSIS REPORTING 16-17(December 16 and May 17 Graduates)
***Based on those who responded

Program	Number of Graduates	Number of Responses	% Employed Related	% Employed Non-Related	% Employed Related and Non-Related	Furthering Education	% Of Other
AAS.FRST.GIS	5	3	67%	0%	67%	0%	33%

According to the Bureau of Labor Statistics, employment in farming, fishing, and forestry occupations is projected to show little or no change from 2019 to 2029. Projected increases in some agricultural worker occupations and for fishing and hunting workers will be offset by declines in logging occupations. One of the major challenges according to the Bureau, is farming, fishing, and forestry occupations was one of the lowest-paid occupational groups, with a median annual wage of $27,180 in May 2019 compared to the median annual wage for all occupations of $39,810. Information is from the Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Farming, Fishing, and Forestry occupations at https://www.bls.gov/ooh/farming-fishing-and-forestry/home.htm# (visited November 21, 2020).

The program's advisory board had several suggestions for the program to better prepare graduated to enter the workforce. A board member suggested that the Missouri Department of Conservation, MDC (Missouri Department of Conservation), is on the fence about hiring students with a B.S. degree in Natural Resources and prefers graduates with a Forestry emphasis instead. Another board member also suggested students need to be better informed about the Pathways Program through usajobs.com. It is a work-study position with a government agency where the student is required to work 640 hours (about 4 weeks). Students can apply for these internships through usajobs.gov. This is worked while the student is in school. Sometimes they are guaranteed a job after the internship if positions are available. As seen in the changes in the curriculum section of this report, there have been many adjustments to the program bases on advisory board recommendations. There has not been any feedback from employers at this time.

Annually all the agriculture and forestry students partner with the University of Missouri Extension Council is hosting the Heartland Agriculture Expo. Students get to work directly with the Extension, local businesses, both state and federal organizations, and more by helping host

the event Several Three Rivers Alumni who worked the past Ag Expo are now representing companies in their own vendor's booth.

Continuous Improvement Planning:

Action Plan Objective	Timeline	Responsible Party	Resources required.
Curriculum Improvement (Forestry Program)	2020-2021	Traven Crocker, Agriculture Faculty James Gracey, Forestry Adjunct Faculty	Office of Institutional Effectiveness Distance learning Committee Curriculum Committee
Improve Program SLOs FY21 (Enhancement Grant)	2020-2021	Traven Crocker, Agriculture Faculty James Gracey, Forestry Adjunct Faculty	Office of Institutional Effectiveness Distance learning Committee Curriculum Committee
Increase Enrollment FY21	2020-2021	Traven Crocker, Agriculture Faculty James Gracey, Forestry Adjunct Faculty	Office of Institutional Effectiveness Distance learning Committee Curriculum Committee Recruitment

Section III
Analysis of the Program

Articulation (If applicable).

The AAS Forestry Technology Program had only one articulation agreement with the University of Missouri Columbia. The articulation agreement was formed on September 7, 2020, and needs revision due to the changes in the program's curriculum. There is also an AA (Associates of Arts) to a BS in Forestry agreement with the University of Missouri Columbia.

The department chair, program coordinator, and adjunct faculty have met with the Southern Illinois University Carbondale program coordinator. Both institutions are in the process of drafting an articulation agreement. The articulation agreement will focus on the AA (Associates of Arts) degree instead of the AAS in forestry. The expected implementation of the agreement has yet to be determined. If an AA or AAS agreement is viable, the program level outcomes, course level outcome, student learning outcomes, syllabus, and other curriculum changes may need to be revised before an agreement can be reached.

Transfer Rates (If applicable):

Transfer rates are not applicable for this program. However, several of the graduate students in the job placement section of this report indicated they are continuing their education. Information on the programs they seek admission to is not available.

In 2018-2019 there was 1 graduate in the AAS.FRST. SURV degree option. They responded and indicated furthering education. There were 2 graduates in the AS. FRST degree option but did not respond. In the 2017-2018 cohort there were 2 graduates in the AAS.FRST. GIS degree option. They both responded and are not continuing to further their education. There was 1 graduate in AAS.FRST. SURV degree option who responded and indicated furthering education. In the 2016-2017 cohort there were 5 graduates in the AAS.FRST.GIS degree option. With 3 responses none are continuing to further their education.

If graduates choose to continue their education rather than joining the workforce as the degree is designed, there will be barriers. Students who wish to transfer to a 4-year institution will have to take a large majority of their general education courses at another institution. The cost for these graduates will be greater. This barrier can be prevented, to some extent, during the advising process. Faculty advisors do inform students of these obstacles. If the student is unsure and leaning toward furthering education, then a transfer pathway AA, Forestry is advised for transfer.

Changes in Curriculum:
- 2016-2017
  - Implement the Program requirement change is as follows: Two options will be created from the existing AAS Forestry Technology Program. The two options are AAS Forestry Technology- Surveying option and the AAS Forestry Technology- Geographical Information Systems option. The templates detailing both options are attached.
    - Develop an assessment plan for the program to align with the two new program options.
- 2017-2018- No curriculum changes.
- 2018-2019

- FRST 115: Introduction to Forestry (formerly Forest Utilization changed the title in 2019-2020): A prerequisite of READ 02 or Reading placement of ENGL 111 has been added to the course. This change is to ensure student success if transitional coursework is needed before enrollment in a forestry course.
- FRST 117: Introduction to Dendrology: A prerequisite of READ 02 or Reading placement of ENGL 111 has been added to the course. This change is to ensure student success if transitional coursework is needed before enrollment in a forestry course.
- FRST 119: Forest Measurements: A prerequisite of READ 02 or Reading placement of ENGL 111 has been added to the course. This change is to ensure student success if transitional coursework is needed before enrollment in a forestry course.
- FRST 215: Forest Management Practices: A prerequisite of FRST 117 Introduction to Dendrology has been added to the course. this change is to ensure student success by requiring knowledge of tree species before enrollment in an upper-level course.
- FRST 217: Silviculture and Ecology: A prerequisite of FRST 117 Introduction to Dendrology has been added to the course. This change is to ensure student success by requiring knowledge of tree species before enrollment in an upper-level course.
- FRST 225: Fire Ecology (formerly Wildland Fire Management change the title in 2019-2020): A prerequisite of READ 02 or Reading placement of ENGL 111 has been added to the course. This change is to ensure student success if transitional coursework is needed before enrollment in a forestry course.

- 2019-2020
  - FRST 115 Forest Utilization: We would like to change the title of the course to "Introduction to Forestry" to provide ease of transfer to Southern Illinois University and Missouri State. We would like to change the course offering to the spring semester to accommodate students who take transitional courses in the fall and are college-ready by spring. The program grid in the current catalog already reflects the change to the spring semester.

- FRST 117 Dendrology: This course has been offered in the Fall semester for many years, but the catalog has not been revised to reflect this change. The program grid does not need to be changed.
- FRST 119 Forest Measurements: The AA and AAS program grids already reflect this change but the course still has a spring designation in the course description section of the catalog.
- FRST 215 Forest Management Practices: Students will need both FRST 117 Dendrology and FRST 119 Forest Measurements to be successful in the course.
- FRST 225 Wildland Fire Management: We would like to change the name of the course and the course description to more accurately reflect the material covered in the course. Neither of these changes will have an impact on the course outcomes but we may edit these as additional changes in the course occur. We are removing the current textbook which will reduce the cost of this course for the students and will be providing them with the materials needed. In the course catalog, there is no indication of when this course is offered, and we would like to indicate the spring semester.
- AA Forestry Transfer Pathway: The AA Forestry transfer option should be listed for students who wish to continue to a 4-year institution. The AS, Forestry articulation agreement with the University of Missouri-Columbia is outdated and revisions to the new AA must be completed before new articulation agreements can be formed with Southern Illinois University, Missouri State, and others. Changes to the original AS Forestry program grid has been made to reduce the total number of credit hours required and to increase the number of general education courses required.
- AAS Forestry Technology GIS Option: We are removing the AAS, Forestry Technology GIS option to provide a new AAS, Forestry Technology degree which will incorporate both existing AAS degree options. Both GIS and surveying are important for every forestry student we serve and should not be separate degree options.
- AAS Forestry Technology - New Degree: Our advisory board has agreed we should combine the two current AAS Forestry options into one degree which will

more broadly train our students. Many students are already attempting to take both surveying and GIS courses and our board has agreed all students need training in both areas to be competitive in today's job market. These two-degree options had similar requirements and have been merged carefully to maintain the integrity of both previously existing degrees. The proposed degree requires 60-61 credits as opposed to the 65-66 credits of the original two-degree options.

- AAS, Forestry Technology, Surveying Option: We are removing the AAS, Forestry Technology Surveying option to provide a new AAS, Forestry Technology degree which will incorporate both existing AAS degree options. Both GIS and surveying are important for every forestry student we serve and should not be separate degree options.

  - The changes to FRST 115, FRST 117, FRST 119, FRST 215, and FRST 225 courses will be implemented in fall 2020. The changes to the AA Forestry Transfer Pathway, AA Forest Technology GIS Option, AAS Forestry Technology-New Degree, and AAS Forestry Technology surveying option will be implemented in fall 2020. The changes and updates to articulation agreements with other institutions are currently ongoing.

- 2020-2021
  - FRST 119 and FRST 117: Forestry Supply Kit - We added a forestry supply kit to these courses.
  - FRST 119 Forest Measurements and FRST 117 Dendrology: We added a forestry supply kit to these courses that are optional for students to purchase in the TRC Bookstore. If students are unwilling or unable to purchase this kit, we will provide these students with existing forestry supplies. We will encourage students to purchase the kit for use in their future careers.

External Needs Assessment:

The AAS, Forestry Technology program has its own advisory board that meets annually. The last advisory meeting was on January 14th, 2021. The agriculture curriculum is reviewed and assessed based on the local community, state, and federal needs. Upcoming technology and workforce needs are key topics discussed in the meetings. The advisory committee consists of a

diverse group of industry professionals from local and state agencies and businesses. Our current board members are listed in the table below for reference. A summary of recommendations is in the External Accreditation & Documentation section of this report. The meeting minutes from the past two years are attached as a separate document.

Advisory Member	Position	Contact Info
Michael Gross	TRC Ag Alum	mgross@nwcable.net
Michelle Gross	USDA Missouri	Michelle.gross@mo.usda.gov
Brian Maddox	Missouri Dept of Conservation	Brian.maddox@mdc.mo.gov
Brent Summers	USDA Missouri	Brent.summers@mo.usda.gov
Vacant-Jane Mobley from Mark Twain will pick someone to fill in	US Forestry Service	Jane.mobley@usda.gov
Shannon Bradley	Farm Credit	Shannon.bradley@farmcreditsemo.com
John Acre	Baker Implement	John.acre@bakerimplement.com
Sarah Denkler	UMC Extension Service	denklers@missouri.edu
Steve Paes	Missouri Dept of Conservation	Steve.paes@mdc.mo.gov
Brad Pendley	Forestry Wildlife Service	Brad_pendley@fws.gov
Brandon Ray (2019)	Nutrien Ag	Brandon.ray@nutrien.com
Charlie Besher (2019)	Kiefner Brothers	charliebesher@kiefnerbrothers.com
Trey Wilson (2020)	Wilson Farms	treywilsonfarms@sbcglobal.net
Sam Felter	Sikeston farmer	jolenefelter@yahoo.com

Adequacy of Facilities, Equipment, and Technology:

The forestry program has access to the college farm in Fairdealing, which stimulates real-world experiences, so students have the knowledge, skills, and practical experience when entering the workforce. By using the farm as a learning laboratory, students will be involved in every aspect of farm and forestry management which include facilities maintenance, small scale construction, plant propagation, animal health management, soil analysis, crop pest control, resource conservation, business management, facilities maintenance and much more. The college farm also has several barns, and equipment storage shed to house the program's equipment. There is a working beef cattle operation, a rodeo arena, an equine facility that is utilized by the rodeo team, and animal and equine science courses. The forestry courses utilize a large area of old-growth timber on the property. At the Sikeston campus, the agriculture program has access to research test plots which have been utilized in several courses involved in researching the viability of industrial hemp. At the poplar bluff campus there building there are newly upgraded classrooms and ample storage area for agriculture and forestry supplies. There are standard and ITV-equipped classrooms with modernized equipment at the main and off-campus locations.

Impact of Resources to Support Teaching and Learning:

The forestry program does not have adequate faculty to fully support the program. The lack of faculty to teach GIS 110, Introduction to Mapping Principles, and GIS 120, Introduction to GIS is hindering student learning within the forestry program and other subjects as well. Courses on geographical information systems, global positioning systems, remote sensing, and other information technologies have applications in any subject matter. The applications of GIS and GPS (Global Positioning System) technology in the field of forestry will continue to expand. All other general education, forestry, and agriculture course have adequate faculty and staff.

The total revenue for the forestry program in 2000 was 28,971.00 with a total expense of 10,157.79 and generated an income of 18,813.21. Given that forestry has a 65% margin for 2020 the programs are deemed to be financially viable to Three Rivers College. Viability is unlikely to change unless the program suffers an extremely large loss of enrollment. Additionally, Forestry had 201 credit hours billed in the fiscal year 2020. Program enrollment will be monitored for any substantial changes that may impact viability. The program viability reports were run for the semesters of 19/SU, 19/FA, 20/WI 20/SP, and 20/SU. The period for the reports was 3/1/19 until 8/24/20. The table below has an itemization of the viability report for the forestry program. The program viability reports were completed by the financial services of Three Rivers College.

Forestry Program Viability Report

Revenue	Expenses
Tuition $20,730.00	Salary $10,157.79
Common Fee $8,241.00	Benefits $776.89
Total Revenue $28,971.00	Total Expenses $10,157.79
Program Generated Income	$18,813.21
Margin 65%	

There are currently no identifiable areas within the program that could reduce expenses for students. The program does accept donations of supplies to try and offset the need to purchase. The forestry program is on the obsolescence plan for large equipment purchases.

The cost of the forestry program is proportionate to the eventual prevailing wages. The tuition for the program is listed under the program cost section of this report. Table 6, below, is from the U.S. Bureau of Labor Statistics show several examples of earnings by operation.

Table 6. Earnings by Occupation.

Earnings by Occupation Data series	Wages, 2019			
	Hourly		Annual	
	Median	Mean	Median	Mean
Agricultural equipment operators	$14.43	$15.30	$30,010	$31,820
Farmworkers and laborers, crop, nursery, and greenhouse	$12.13	$13.11	$25,230	$27,280
First-line supervisors/managers of farming, fishing, and forestry workers	$22.15	$24.55	$46,060	$51,060
Logging equipment operators	$20.55	$20.72	$42,750	$43,090

(Source: Occupational Employment Statistics)

Evaluation of Resources to Support Teaching and Learning:

The AAS Forest Technology Program has one part-time faculty member and is deemed viable. As noted in the previous section, the program does not have adequate faculty to teach several GIS courses. To fully support the Forestry program, hiring faculty for those courses would be necessary.

The plan for continuous improvement includes continued curriculum revisions, improve program SLO (Enhancement Grant), to increase enrollment and retention. The program coordinator will work with the faculty, Office of Institutional Effectiveness, Distance Learning Committee, Curriculum Committee, and Recrement to implement these improvements in 2021-2022.

Professional Development:

There are no professional development requirements to maintain a certificate/license for the AAS Forestry Technology Program. The program coordinator has completed Quality Matter Training: Teach Online Learning workshop during the spring semester of 2020. Quality matters training for part-time faculty would be an excellent opportunity to help the program develop.

The focus has been on revising the agriculture and forestry program's curriculum, program outcomes, student learning outcomes, course mapping, and assessments. As these tasks are wrapping up, more time will be devoted to seeking out professional development opportunities

to enhance student learning for both the program coordinator and part-time faculty. Department Funds for part-time faculty to obtain Quality Matters Training would be needed.

The department chair and program coordinator have met with a representative from DESE (Department of Elementary and Secondary Education) to discuss new degree options and student involvement with the National Professional Agricultural Student Organization (PAS). The organization is a student-led organization that allows students to build and sharpen their skills through competitive style learning and real-life application. Student members can become skilled professionals and prepared to work in all areas of the agriculture industry. PAS is one of the 11 career and technical student organizations that has been approved by the U. S. Department of Education as an integral part of career and technical education.

External Accreditation & Documentation:

The AAS, Forestry Technology program has its own advisory board that meets annually. The last advisory meeting was on January 14th, 2021. The agriculture curriculum is reviewed and assessed based on the local community, state, and federal needs. The advisory committee consists of a diverse group of industry professionals from local and state agencies and businesses. Our current board members are listed in the table below for reference.

Advisory Member	Position	Contact Info
Michael Gross	TRC Ag Alum	mgross@nwcable.net
Michelle Gross	USDA Missouri	Michelle.gross@mo.usda.gov
Brian Maddox	Missouri Dept of Conservation	Brian.maddox@mdc.mo.gov
Brent Summers	USDA Missouri	Brent.summers@mo.usda.gov
Vacant-Jane Mobley from Mark Twain will pick someone to fill in	US Forestry Service	Jane.mobley@usda.gov
Shannon Bradley	Farm Credit	Shannon.bradley@farmcreditsemo.com
John Acre	Baker Implement	John.acre@bakerimplement.com
Sarah Denkler	UMC Extension Service	denklers@missouri.edu
Steve Paes	Missouri Dept of Conservation	Steve.paes@mdc.mo.gov
Brad Pendley	Forestry Wildlife Service	Brad_pendley@fws.gov
Brandon Ray (2019)	Nutrien Ag	Brandon.ray@nutrien.com
Charlie Besher (2019)	Kiefner Brothers	charliebesher@kiefnerbrothers.com
Trey Wilson (2020)	Wilson Farms	treywilsonfarms@sbcglobal.net
Sam Felter	Sikeston farmer	jolenefelter@yahoo.com

During the 2020 advisory meeting, the committee evaluated old and proposed program grids and was presented the requested changes. Requested changes to the AAS Forestry degree include combining the AAS GIS option and AAS Surveying option into one AAS, Forestry Technology degree, a reduction of total credit hours to complete the degree, the timing of

course offerings, changes to courses offered to include both GIS and surveying courses within the same degree and changes to electives offered for students.

The recommendations to keep AGRI 297 Agriculture and Forestry Internship as a requirement for the AAS degree and as an elective for the AA degree in forestry. The committee also suggested reducing the number of credit hours for AGRI 297 from 6 credits to 3 credits. The committee voted to approve all changes to the program's grids and curriculum. The recommendations for the forestry program are to include more agriculture representation on the committee. Committee members will be proposing new members in the coming months.

During the 2018 advisory meeting, the committee said the program was on track. They inquired about articulation agreements with Southern Illinois University Carbondale SIU. The instructor did send syllabi to SIU, but no further contact was received, and a follow-up was planned. A board member suggested that the Missouri Department of Conservation, MDC (Missouri Department of Conservation), prefers graduates with a Forestry emphasis instead. One of the forestry board members believes that in the next decade jobs in forestry will increase. Another board member suggested students need to be better informed about the Pathways Program through usajobs.com. It is a work-study position with a government agency where the student is required to work 640 hours (about 4 weeks). Students can apply for these internships through usajobs.gov. that worked while the student is in school. The committee continued to explore options of internships for students.

The minutes of the Agriculture and Forestry Advisory board meeting are attached as a separate document.

Progress Report:

The forestry program had undergone a metamorphic change since the hiring of a new Department Chair and new Agriculture and Forestry Program Coordinator. There have been numerous changes to the curriculum, deletion of unnecessary degree options, and improvements to course, curriculum, course modality, equipment, and technology. As with any major revision, there will be a need to fine-tune the program moving forward. The future focus will be to expand online modality offerings, strengthen numbers in enrollment, retention, and graduation, update and expand articulation agreements, work toward fully utilizing the college farm for learning lab, and continue to evaluate the program to ensure the success of students learning.

Section IV
External Review of the Program

 Finding in this report have not yet been shared with the Advisory board. The next meeting is scheduled for January 2022.

Section V
Final Report of Findings

The final stage of program review is reporting your findings to the Cabinet and Faculty-at-Large. This will be coordinated by the Office of Institutional Effectiveness.

SUPPLEMENTARY DOCUMENTS FOR THE PROGRAM REVIEW FOR FORESTRY

The Three Rivers College Factbook from 2016-2019.

The bureau of labor and statistics for the agriculture, forestry, fishing, and hunting sector consists of these subsectors: **https://www.bls.gov/iag/tgs/iag11.htm**

Agriculture/Forestry Advisory Committee Meeting Minutes

January 14, 2021

Attendees: Brian Mattox, Brandon Ray, Sarah Denkler, John Acre, Charlie Besher, Shelia Inman, Sam Felter, David Buxton, James Gracey, Melissa Davis

Old Business

- Presentation of new AAS, Forestry Technology degree
    - This degree is the result of a combination of the former AAS, Forestry Technology GIS, and the former AAS, Forestry Technology Surveying degrees. The Board agreed to the consolidation of these two during our January 2020 meeting.

New Business

- Discussion of future AAS, Agriculture Systems Technician degree
    - The Board suggested the following revisions to the proposed degree plan.
        - Add IST 100 Computer Applications
        - Require both AGRI 120 Plant Science and AGRI 130 Animal Science rather than an option between the two.
        - Add CIVL 116 Surveying I due to the need for Trimble knowledge.
        - Add GNST 104 Career Exploration
        - Remove AGRI 115 Introduction to Precision Agriculture
    - The Board feels this new degree will satisfy a need in the community and appeal to potential students.
- Discussion of existing AAS, Forestry Technology degree
    - The Board suggested the following revisions to the proposed degree plan.
        - Add TRNS 105 Commercial Driving License (CDL) course and the AGRI 172 Integrated Pest Management course
            - Mr. Mattox informed the Board the forestry students would be much more competitive with this training.
- Discussion of Fairdealing farm improvements
    - Mr. Buxton discussed the current and plans for the farm including the recent purchase of Brangus and Beefmaster cattle for use in the agriculture classes.
- Discussion of forestry class improvements

o Mr. Gracey discussed the current and plans for the forestry courses to align with the Southern Illinois University articulation agreement that is pending.

Agriculture/Forestry Advisory Board
Meeting: January 7, 2020
Minutes

Attendees: Brent Summers, Brian Maddox, Jon Stansfield, James Gracey, Traven Crocker, Melissa Davis, Sarah Denkler, Michael Gross, Michelle Gross, Brandon Ray, John Acre

Absent: Charles Besher (called to regretfully decline), Shannon Bradley, Steve Paes, Brad Pendley

Forestry Update
- Introduction of James Gracey
- Curriculum Revision Plans
  o We compared old and proposed program grids. Changes requested are as follows:
    ▪ Change AS, Forestry to an AA, Forestry
    ▪ Addition of prerequisite of FRST 119 Forest Measurements to FRST 215 Forest Management Practices
    ▪ Changes to AS transfer degree
      • Edits to pathway description.
      • Reduction of total credit hours to complete the degree.
      • Timing of course offerings
    ▪ Changes to AAS degrees
      • Request to combine the AAS GIS option and AAS Surveying option into one AAS, Forestry Technology degree
      • Edits to pathway description.
      • Reduction of total credit hours to complete the degree.
      • Timing of course offerings
      • Changes to courses offered to include both GIS and surveying courses within the same degree.
      • Changes to electives offered for students.
- Approval by the committee of all presented changes
- Suggestions by Committee
  o Keep AGRI 297 Internship as a requirement for the AAS degree and as an elective for the AA degree.
  o Reduce the number of credit hours for AGRI 297 to 3 credits.

Agriculture Update

- Introduction of Traven Crocker
- Curriculum revisions
    - Presented new program grids based on suggestions made by the committee in Fall 2019.
    - Discussed plans for Fairdealing Farm and the new hire, David Buxton to help with an intensive grazing program.
    - Discussed hemp plot at Sikeston.
    - Committee did not feel a crop/soil degree option is necessary for our curriculum at this time. They are happy with the 2 current degree options.
    - Discussion of two students who wish to add courses in welding, green diesel, etc. to the agribusiness degree. Committee did not feel it was time to add a farm mechanics option to agriculture degree offerings.
    - We plan to discuss this again at the next meeting if another student interest is presented.
    - Discussion of the need for more agriculture representation on the committee. Members will be proposing new members in the coming months.

Agriculture and Forestry Advisory Committee Meeting

By: Samantha Gerecke

Minutes
October 16, 2018
Current River Room – Tinnin

The committee met with Samantha Gerecke, Dr. Melissa Davis, and Traven Crocker.

Committee members in attendance were Michael and Michelle Gross, Brian Maddox, Brent Summers, Jon Stansfield, and Shannon Bradley.

Samantha Gerecke started the meeting with introductions of Dr. Melissa Davis as the new Agriculture and Forestry Department Head and Mrs. Traven Crocker as one of the agriculture adjuncts.

Dr. Davis then advised the committee of the recent changes that are being done in the Agriculture and Forestry Department.

- She explained to the committee that we were looking at changing the Agriculture curriculum.
    - Removal of the Precision Agriculture one-year certificate and condensing the classes down to just one 3 credit hour class.

- ▪ The Precision Agriculture class would then be a required class in the AAS Agri technology degree.
  - o Removal of the AA degree in Environmental Horticulture. There has only been one student enrolled for this degree.
  - o Complete revision of the curriculum for the Agriculture Systems AAS degree options.
- The committee verbally agreed to these changes. Samantha Gerecke offered to send them the changes once they were worked out so they could see them on paper.

Dr. Davis also explained about the TRC Farm. How it will be house two divisions: Rodeo Team/Equine Program and Cattle/Forage program. Coach Chad Phipps will be running the Rodeo Team/Equine side and there is a current search for a full-time employee to run the Cattle/Forage program.

- Brent Summers and Shannon Bradley both had suggestions for someone to call. They said they would tell Dr. Davis after the committee meeting.

It was then asked of the committee if they had any suggestions on classes, they would recommend that we try to bring into the program.

- It was suggested that a practical skills/Farm management class be offered.
  - o Welding skills, Mechanics on tractors (checking oil, changing oil filters, etc.), Driving tractors, etc.
  - o Several students going into agriculture do not have these skills and they are needed to help them in the work field.
- Michelle Gross recommended that each of the Plant and Soil classes should have a required lab.
  - o This would give students hands-on experience on how to work with the plants and soil.
  - o Gives them move experience working on improving soil health.
    - ▪ the important thing that is being recommended in the workforce.

Samantha Gerecke then handed out a list of the Business classes that are offered at TRC. She asked the committee if there were any classes on the list that they would recommend steering the Agribusiness students toward. +

- They recommended several classes, especially in the accounting and marketing fields.
- This will help the Agriculture and Forestry advisors with being able to better advise the Agribusiness students.
- It was also suggested that they take a class that teaches the students about tax returns, cash flows, financial statement analysis, and balance sheets.

Articulation agreements to the universities were brought up. It was explained that we have agreements with Astate, Murray State, SEMO, and Mizzou in Agriculture.

- Brent Summers mentioned that MSU may be one of the schools that are investigated as well. He is an alum from there and said they are growing their Agriculture program. Recently there was a farm donated to MSU for the Agriculture program.

The Forestry program was addressed at this time.

- Jon Stansfield said that the program seemed to be on track from what classes TRC teaches.
    o Asked if we had an articulation agreement with SIU.
    o SIU has asked for syllabi on the classes the Forestry students have to take.
        ▪ Samantha Gerecke mentioned that they have not been heard back since the syllabi have been sent. She said she would contact them to find out if everything was ok.
    o SIU is the only school in the area now that has a B.S. degree in forestry.
        ▪ Companies are looking for professional foresters.
        ▪ Stansfield said that the U.S. Forestry Service is looking at those students since they have that degree.
        ▪ Mizzou now just has a B.S. degree in Natural Resources with an emphasis in Forestry.
            • U of A Monticello has the same degree.
        ▪ Brain Maddox said that the MDC was on the fence about hiring students with a B.S. degree in Natural Resources.
    o Jon Stansfield believes that in the next decade jobs in forestry will be very ripe for the taking.

From here the conversation went into internships.

- Michelle mentioned the Pathways Program.
    o It is a work-study position with a government agency where the student is required to work 640 hours (about 4 weeks).
    o Students can apply for these internships through usajobs.gov.
        ▪ This is worked while the student is in school. Sometimes they are guaranteed a job after the internship if positions are available.
- Brain and Jon said that they would be willing to check and see if the MDC (Missouri Department of Conservation) and U.S. Forestry would do internships.
    o They do have volunteer programs and can take students out to prescribed fires.
- Brent (USDA (United States Department of Agriculture) Farm Service Agency) and Shannon (Farm Credit) both said that their companies offer internships too.

The meeting was adjourned shortly after this.

Forestry Program Viability

Forestry

Methodology

Direct Revenues

To obtain an accurate revenue number for the Forestry programs several detailed Account Analysis by AR Code reports was run. This report lists all billing instances by a student for a specified time. frame. When a detailed report is run the course associated with the billing instance is also listed. These reports were run for the semesters of 19/SU, 19/FA, 20/WI 20/SP, and 20/SU. The period for the reports was 3/1/19 until 8/24/20. Each report had the total tuition, common fee, and distance learning. Fee billed summed for each FRST section to obtain the revenue earned for the semester. The deferral rates of 50% for 19/SU and 50% for 20/SU were applied to the total revenue for those semesters to allocate the revenue for the proper fiscal year. Each semester total was then summed to get. the tuition and common fee total for the fiscal year.

Direct Expenses

Direct expenses were obtained by running a General Ledger Trial Balance report for the department of 15000 – Agriculture & Forestry. The complexity of the expenses in this department was low. This allowed amounts to be split from Agriculture and Forestry. If complexity increases the program should be split into different departments in the ledger to track. The general ledger accounts were summed into the following categories: Salary and Benefits. Amounts paid for overloads and adjuncts were added to the Salary and Benefits lines in the amounts of $6,329.82.

Viability Report

Revenue
Tuition 20,730.00
Common Fee 8,241.00
Total Revenue 28,971.00

Expenses
Salary 10,157.79
Benefits 776.89
Total Expenses 10,157.79
Program Generated Income 18,813.21
Margin 65%

Program Viability: Given that Forestry has a 65% margin for 2020 the programs are deemed to be financially viable to Three Rivers College. Viability is unlikely to change unless the program suffers an extremely large loss of enrollment.

Additional Information: Forestry had 201 credit hours billed in the fiscal year 2020. Program enrollment should be monitored for substantial changes. If a substantial change is noticed viability will be impacted. If necessary, a new viability report should be requested.

Notes: Explanation of Omitted Data This report was designed to show the direct revenue compared to direct expenses associated with Forestry programs. This means the report does

not account for any revenue associated with any. courses that are not labeled FRST even though these courses may be required for degree completion. This also means that any expenses that are not associated with FRST courses are not included. In addition to expenses for courses outside of FRST not being included, there is also no inclusion of any indirect costs associated with the program. Indirect costs would include allocations for student services such as financial aid and enrollment services. These costs would also encompass allocations for maintenance and IT services. If all the data omitted were to be added into this report the program would show a financial loss to the college as the college's total operating revenues are less than total operating expenses. The college requires state funding and property taxes to make up the difference. It is for this reason that only direct revenue and direct expenses were reported.

Limitation by Data Length Since the report only uses data from one fiscal year it cannot be guaranteed that the program's financial viability will remain the same in different fiscal years. It is unlikely that major changes will be seen in the program from one year to the next. However, over time the cumulative effects of changes in expenses
and enrollment patterns will alter viability. It is recommended that enrollment and expenses are monitored for the program and that another financial viability report is requested if major changes are noticed.

Likelihood of Methodology Change
Due to the size of the program and the number of faculty employed to teach the curriculum the methodology used in this report was both accurate and appropriate. Other programs which rely more heavily on adjuncts or may not have a dedicated faculty member for each course will require an alteration to the methodology. Furthermore, a universal methodology for financial program review has not been established by Financial Services. When a universal methodology is established, the methodology used in this report will likely change.

THREE RIVERS COLLEGE

PROGRAM REVIEW

Section I
Program Overview

Program Title:	AAS Information Technology Specialist
	1-year Certificate: IT Specialist
Dates of Current Review Period:	2020-21 (2018-19 & 2019-2020)
Dates of Last Review Period:	2017-18 (2015-16 & 2016-17)
Faculty Contact:	Heather Carlton
Email:	hcarlton@trcc.edu
Phone:	573-840-9460 **VoIP Ext.:** 8242

Executive Summary:

Overall, the IT Specialist program is headed in a positive direction. Program enrollment and course enrollment are in alignment. The focus on the program over the past five years has been improving student learning. This has been achieved by annually updating curriculum and technology equipment and software to align with industry standards. The ITS advisory committee is very active in continuous programmatic improvements and very supportive of the program and our students.

The strengths of this program are support and participation of the advisory committee, support from area career and technology centers for program articulation agreements and student recruitment, employment of industry professionals as instructors, annually updated curriculum and equipment to reflect current IT industry standards, successful job placement in IT industry, and program expansion into a newly remodeled facility with two dedicated classrooms with a secure classroom network separate from the college network. The challenges of this program are student retention and program completion. The opportunities for this program are expand portfolio of program offerings to include cybersecurity, programming, and introduce more IT manufacturing and healthcare components into the curriculum.

The overall plan for the program is to create a flow of students into the program from area high schools and CTCs. Upon completion of the ITS program, students will transition into the workforce and/or into a bachelors and/or masters IT degree at a four-year university. The program coordinator will continue to build and foster good, positive relationships with the advisory committee for job placement and with four-year universities for continuing education opportunities for students.

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, help install software and hardware, and provide 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 is section is identical to the Program Purpose Statement.

X

Program Outcomes:

1. Demonstrate the ability to verbally and nonverbally communicate in a professional manner.
2. Apply skills learned to troubleshoot computer and network issues in a timely fashion.
3. Demonstrate a foundational knowledge of computer systems, both hardware and software.
4. Demonstrate a foundational knowledge of networking systems, both hardware and software.

Pre-requisites:

Course	Pre-Requisite	Reason for Pre-Requisite(s)
MST 115 IT Essentials	ENGL 02, READ 02	Ensures students have basic grammar, writing and reading skills.
MST 117 Linux Essentials	ENGL 02, READ 02	Ensures students have basic grammar, writing and reading skills.
MST 118 Networking	ENGL 02, READ 02	Ensures students have basic grammar, writing and reading skills.
MST 128 Networking: Routing & Switching	MST 118 with C or higher	MST 118 provides foundational concepts and theory. MST 128 builds on foundational knowledge with focus on routing/switching protocols and IP addressing.
MST 197 Internship I	MST 128	Ensures students have taken at least two networking courses before taking an internship.
MST 218 Server Administration	MST 128 with C or higher	Ensures students have taken at least two networking courses before taking this course.
MST 219 Advanced Server Administration	MST 218 with C or higher	MST 218 provides foundational concepts, protocols, and theory. MST 219 builds on foundational knowledge in server administration.
MST 225 Scaling Networks	MST 128 with C or higher	Builds on content covered in MST 118 and MST 128 with focus on expanding computer networks.
MST 226 Connecting Networks	MST 225 with a C or higher	Builds on content covered in MST 118, MST 128, MST 225 with connecting various sizes of computer networks.
MST 227 IT Programming	ENGL 02, READ 02	Ensures students have basic grammar, writing and reading skills
MST 297 Internship II	MST 197 with C or higher	Ensures students are ready for an internship utilizing advanced computer networking skills.

The publishers (i.e. Cengage and Cisco) create course content at a 9th grade high school level. Therefore, ENGL 02 and READ 02 were chosen as perquisites for MST 115, MST 117, MST 118, and MST 227 to ensure students' reading and writing skills were at the appropriate level. The other prerequisites listed ensure courses are taken in the proper sequence. Prerequisite changes will occur in Spring 2021.

No data has been collected or recorded; however, prior to the prerequisites the program coordinator, and adjunct instructors had several conversations regarding students' ability to understand textbook content. Cisco is a textbook publisher and content is written in at a 9th grade level; however, the order of thinking is more complex than high school freshman level. The prerequisites were added to ensure students were better prepared reading and comprehension of content.

Program Costs:

There are additional course fees associated with the following courses:

Course	Fee	Reason for Course Fee
IST 100 Computer Applications	$119	Inclusive Access to Cengage MindTap
MST 115 IT Essentials	$125	A+ Certification Exam
MST 128 Networking: Routing & Switching	$220	Cisco Certification Exam
MST 217 Network Security	$94	Inclusive Access to Cengage MindTap
MST 219 Advanced Server Administration	$94	Inclusive Access to Cengage MindTap
MST 226 Connecting Networks	$220	Cisco Certification Exam

The course fees listed above cover student access to online textbooks and learning materials such as online simulations, as well as industry certification exam fees. Fees charged cover the cost of the online access or the exam with a $2-$5 buffer to accommodate mid-year price increases.

Section II
Current State of the Program

Enrollment Trends:

Listed in this section are enrollment numbers from Fall 2008 to Fall 2019. For historical record, over the past eleven years, IT Specialist program has changed annually, and the main focus has been curriculum development and improvement. Table 1 represents fall semester enrollments during this timeframe. During this program improvement process fall enrollment has been from 33 to 58 students. Recruiting has happened when possible but has not been a priority due to time requirements of curriculum development.

PROGRAM ENROLLMENT		
	AAS	1-YR CERT
Fall 2008	39	1
Fall 2009	43	1
Fall 2010	43	0
Fall 2011	44	0
Fall 2012	58	2
Fall 2013	43	3
Fall 2014	35	2
Fall 2015	43	1
Fall 2016	48	19
Fall 2017	34	35
Fall 2018	44	47
Fall 2019	33	36
Data taken from Factbooks 2008-2019		

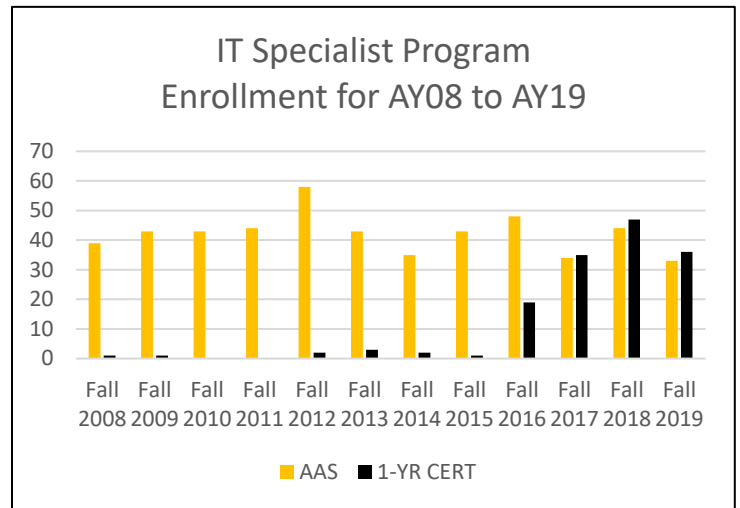Table 1 Program Enrollment for Fall 2008 to Fall 2019

Figure 1 IT Specialist Program Enrollment for AY08 to AY19

The IT Specialist program has fourteen core courses with a maximum capacity of 20 students per face-to-face course. This number is based on the number of physical seating in the current classroom. The following courses are taken in Year 1: MST 115, MST 117, MST 118, MST 128, MST 135, MST 217, and MST 197. In Year 2 theses courses are taken: MST 218, MST 219, MST 225, MST 226, MST 227, MST 235, and MST 297. The program has one dedicated classroom and courses are delivered face-to-face, hybrid and online modalities. With only one dedicated classroom for this program, courses have been offered in multiple modalities to accommodate student's availability. Plus, hybrid and online modalities allow for larger class sizes than the face-to-face which helps with enrollment.

Below are the course enrollment numbers for all IT Specialist core courses for Academic Years 2019 and 2020.

Course	AY19 (FA18/SP19)	AY20 (FA19/SP20)
MST 115	21 (FA18)** 9 (SP19)**	9 (FA19)** 2 (SP20)**
MST 117	26 (FA18)**	16 (FA19)**
MST 118	22 (FA18)*	20 (FA19)*
MST 128	18 (SP19)**	7 (SP20)***
MST 135	24 (SP19)*	13 (SP20)*
MST 197	1 (FA18)**	1 (FA19)**
MST 217	7 (FA18)** 8 (SP19)**	6 (FA19)** 4 (SP20)**
MST 218	4 (FA18)**	10 (FA19)**
MST 219	4 (SP19)**	8 (SP20)**
MST 225	4 (FA18)*	12 (FA19)*
MST 226	4 (SP19)**	8 (SP20)***
MST 227	11 (FA18)**	9 (FA19)**
MST 235	4 (SP19)*	7 (SP20)*
MST 297	No data available	7 (SP20)**

Table 2 Course Enrollment for Fall 2018 to Fall 2019

Table 3 compares data from program enrollment and course enrollment.

PROGRAM VS COURSE ENROLLMENT									
Semester	Program Enrollment (AAS)	Course Enrollment (Fall Enrollment Only)							
		MST 115	MST 117	MST 118	MST 197	MST 217	MST 218	MST 225	MST 227
Fall 2018	44	30	26	22	1	7	4	4	11
Fall 2019	33	22	16	20	1	6	8	12	9

Table 3 Program Enrollment vs. Course Enrollment for Fall 2018 to Fall 2019

Table 3 shows a decrease in program enrollment in Fall 2018 to Fall 2019. As for course enrollment, the table shows courses offered in the first year of the program have high enrollments and courses offered in the second year of the program have low enrollments. MST 115, MST 117, and MST 118 are offered in first year; while MST 218, MST 225, and MST 227are offered during the second year.

Fall enrollment has been chosen to follow because this information is readily available in the college's Factbook, which is published annually by the institutional research department. Furthermore, data from the Factbook is used in other state and federal reports. Comparing program to course enrollment helps to identify where in the program students begin to drop off. Data in Table 3 demonstrates there is a significant drop-off in student enrollment from the first semester in the IT Specialist program and the third semester.

Enrollment Evaluation:

The program has good enrollment numbers, but the goal is to eventually have much higher program enrollment. The goal will be set by the new program coordinator.

It is important to note some changes within the program and the college in the past couple of year to help address enrollment:

- The college adopted a more personalized advising system with program coordinators and instructors working very closely with the college's general advising personnel. The collaboration has improved student placement into current program core courses.
- The IT Specialist program has one dedicated classroom which has a maximum capacity of 20 students for face-to-face (F2F) classes. All core F2F courses are taught from the Poplar Bluff campus. Students outside of the Poplar Bluff area must commute to from Sikeston, Kennett, Dexter and other towns to attend these classes. F2F courses include MST 115, MST 118, MST 128, MST 225, MST 226, MST 218 and MST 219. These classes are taught in late afternoon, early evening, and late evening. These times were adopted to accommodate students daytime work schedules.
- Courses such as MST 117, MST 135, MST 217, MST 227, and MST 235 have delivered either online or hybrid. By Fall 2021, all fourteen core courses will be redesigned and offered as synchronous instruction. Students may attend courses in a traditional classroom setting, online, via Zoom, or a combination thereof, during the semester. Course enrollment numbers will be closely monitored to see how synchronous instruction impacts enrollment.
- In Spring 2021, the program will move from the Westover Administration Building to the Crisp Technology Center and expand from one dedicated classroom to two dedicated classrooms.

From a programmatic perspective, there will be recruiting visits to all career and technology centers (CTC) with a related computer networking program. The ITS program coordinator has

worked closely with CTC instructors to update current articulation agreements and have explored the possibility of career education dual credit opportunities. This process is scheduled to be completed by Spring 2022 and will include Poplar Bluff, Kennett, and Pemiscot County.

Progress & Completion:

In 2014 and 2015, the program coordinator, department chair, and instructors met with industry professionals to perform a Tech Scan on the Network Administration program, from this meeting all programmatic changes were decided. The question was asked then and is asked at each advisory meeting, "How many graduates can our area handle annually?" No one in the industry has answered this question; so the program coordinator has set a completion goal of 10 students per year. The table below represents graduation numbers from Spring 2008 to Spring 2019.

PROGRAM COMPLETION		
	AAS	1-YR CERT
Spring 2008	5	0
Spring 2009	8	4
Spring 2010	2	0
Spring 2011	9	2
Spring 2012	11	9
Spring 2013	7	6
Spring 2014	11	11
Spring 2015	2	2
Spring 2016	5	1
Spring 2017	10	8
Spring 2018	4	6
Spring 2019	5	5
Data taken from Factbooks 2008-2019		

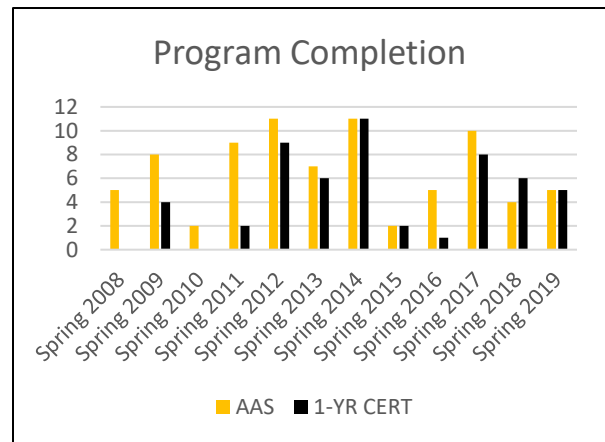Table 4 Program Completion for Spring 2008 to Spring 2019

Figure 2 Program Completion for Spring 2008 to Spring 2019

Based on Table 4 data, the ITS program has met the completion goal of graduating 10 students in Spring 2012, Spring 2014, and Spring 2017. This is information has been presented at annual advisory meetings and members have disagreed with this number.

When comparing program enrollment with completion numbers, the data in Table 5 shows there is a retention issue within the program.

PROGRAM ENROLLMENT vs. PROGRAM COMPLETION				
	Enrollment AAS		Completion AAS	
Fall 2008	39	Spring 2010	2	5%
Fall 2009	43	Spring 2011	9	20%
Fall 2010	43	Spring 2012	11	25%
Fall 2011	44	Spring 2013	7	16%
Fall 2012	58	Spring 2014	11	19%
Fall 2013	43	Spring 2015	2	4%
Fall 2014	35	Spring 2016	5	14%
Fall 2015	43	Spring 2017	10	23%
Fall 2016	48	Spring 2018	4	8%
Fall 2017	34	Spring 2019	5	14%
Fall 2018	44	Spring 2020	--	
Fall 2019	33	Spring 2021	--	
Data taken from Factbooks 2008-2019				

Table 5 Program Enrollment vs. Completion from Fall 2008 to Spring 2019

Since the implementation of the new curriculum in Fall 2015, the focus has been on curriculum, course design, course delivery, and instructor training. In Fall 2019, a new program coordinator was hired, and curriculum will be updated in Spring 2021 with implementation in Fall 2021. Once this update occurs, the focus will shift from curriculum to retention.

The program coordinator and adjunct instructors have collaborated each semester to identify students from previous courses not enrolled in subsequent courses. The unofficial findings are:

- Students choose the ITS program based on their experience with gaming and computer assembly. These students typically drop out because the curriculum is too rigorous.
- Students encounter personal issues during the semester and drop their course(s). Some students come back the next semester while others do not.
- Students will attend class but will not submit homework. They fail the course due to poor grades. Some drop the program based on based on poor performance.

The program coordinator, adjunct instructors and advisory committee have discussed this matter in meetings. The first goal is to identify all former and current ITS students to determine program status and conduct a survey to gather data on why they have not persisted with the program. This data collection will be completed during Fall 2021. These results will be presented to the advisory

committee with proposed retention plan. Once the plan is created and implemented, completion numbers should increase.

Historically, students in the ITS program are Caucasian males from 18 to 30 years of age. The data have not been formally tracked but this data will be included when the retention plan is created. This information may also be used in recruiting efforts.

As mentioned in the Enrollment Evaluation section, online and hybrid modalities are more popular with students. All core courses will be redesigned to be delivered in a synchronous modality – meaning students may attend a course F2F, online or via Zoom at any time during the semester.

Program Assessment Methodology and Design:

Each semester the program coordinator and adjunct instructors work together to "fine tune" each course to provide students with the best learning materials, equipment, and environment to maximize their learning experience. Each course required the IT Specialist program aligns with industry requirements for soft skills and technical skills as specified by the advisory committee.

First semester courses introduce the foundational knowledge for computer and networking software and hardware. Second semester courses reinforce foundational knowledge in networking software and hardware knowledge, introduce best practices to improve soft skills, introduce network security protocols, and provide an opportunity to intern in the IT department of local businesses. Third semester courses reinforce computer and networking software and hardware, soft skills, and security knowledge, as well as introduces server administration. Fourth semester courses reinforce server administration knowledge and evaluates knowledge and skills in soft skills, security knowledge, and computer, networking, server software and hardware knowledge. Troubleshooting skills are introduced in the first semester and emphasized in every course throughout the curriculum. An IT professional must know how to troubleshoot computer and network issues quickly and efficiently, so practicing these skills throughout the curriculum creates better critical thinking and problem-solving employees.

The IT Specialist program is assessed annual through the Student Learning Outcomes (SLO) report. It is submitted to the Department of Institutional Effectiveness then published on the college's website. There are four program learning outcomes (PLO):

1. Demonstrate the ability to verbally and nonverbally communicate in a professional manner.
2. Apply skills learned to troubleshoot computer and network issues in a timely fashion.
3. Demonstrate a foundational knowledge of computer systems, both hardware and software.

4. Demonstrate a foundational knowledge of networking systems, both hardware and software.

Each course's learning outcomes are mapped to these four program outcomes. This course mapping is listed in each annual SLO report. Then specific courses have been selected to assess each program learning outcome. Here is the list of program outcomes and their assessment courses along with artifacts.

PLO 1: Demonstrate the ability to verbally and nonverbally communicate in a professional manner.

- MST 135 IT Customer Service & Support – Students are assessed on assignments in which they write a reflection or research paper, create presentation slides and verbally present their project to the class. Some of these assignments are completed individually and other assignments are completed as a group. This course is designed to set the standard and expectation for all verbal and nonverbal communication throughout the program. This course is taken Year 1, Semester 2.
- MST 235 IT Practicum & Survey – Students work on five projects throughout the semester to design, implement, maintain, and troubleshoot a real-world network system on a secured network within the classroom. Student present both written papers and give a verbal presentation of their assignment. This course is designed to incorporate all content knowledge from all previous MST courses and aligns with PLO 1, 2, and 4. This course is taken in Year 2, Semester 2.

PLO 2: Apply skills learned to troubleshoot computer and network issues in a timely fashion.

- MST 115 IT Essentials – Students are assessed based on critical thinking and problem-solving skills utilized when assembling/disassembling a desktop computer and installing the proper operating system in their hands-on lab assignments. This course is a fundamental component to the program. It provides an introduction into troubleshooting theory. This assessment artifact aligns with PLO 2 and 3. This course is taken Year 1, Semester 1.
- MST 118 Networking – Students are assessed based on critical thinking and problem-solving skills utilized in hands-on labs. Eleven labs were used to assess students' configuration skills. Five labs were used to assess students' analysis skills. Three labs were used to assess students' troubleshooting skills. This course is a fundamental component to

the program. It provides an introduction into the troubleshooting theory. This assessment artifact aligns with PLO 2 and 4. This course is taken Year 1, Semester 1.

- MST 235 IT Practicum & Survey – Students work on five projects throughout the semester to design, implement, maintain, and troubleshoot a real-world network system on a secured network within the classroom. The instructor presents students with a series of computer networking and IT case studies. Students work collaboratively and independently to develop a solution then presents the solution in formal presentation. These projects encompass all content learned in previous MST core courses. This course is designed to incorporate all content knowledge from all previous MST courses and aligns with PLO 1, 2, and 4. This course is taken in Year 2, Semester 2.

PLO 3: Demonstrate a foundational knowledge of computer systems, both hardware and software.

- MST 115 IT Essentials – Students were assessed using end-of-chapter exams covering computer systems, computer components, basic networks, and computer operating systems.

PLO 4: Demonstrate a foundational knowledge of networking systems, both hardware and software.

- MST 118 Introduction to Networking – Students were assessed on their knowledge of networking systems, network components, network configuration and protocols, and network operating systems using chapter exams.
- MST 225 Scaling Networks – Students are assessed on their knowledge by chapter exams while the assembly/disassembly and troubleshooting skills are assessed by hands-on exercises. This course covers more complex network configurations and troubleshooting operations. This course is taken in Year 2, Semester 1.
- MST 235 IT Practicum & Survey – Students work on five projects throughout the semester to design, implement, maintain, and troubleshoot a real-world network system on a secured network within the classroom.

Program Learning Outcome Assessment:

Program improvement is driven by student learning outcome (SLO) assessment results and advisory committee feedback. SLO data revealed student learning was negatively affected by inoperable computer and networking equipment. Therefore, new equipment was purchased with grant funds; and as result student learning improved.

In FY19, the program coordinator and adjunct instructors noticed students were not submitting assignments which affected their success in the course and the program – students either dropped the course and/or program.

A new homework policy has been piloted. Data is being collected and will be evaluated in AY21 to determine if the new policy improved student assignment submissions and program persistence. The program is designed to be completed in five semesters; however, students taking transitional classes may require an extra semester. In Fall 2021, all core courses will be offered with synchronous instruction. This change will provide more flexibility for students and hopefully increase enrollment and retention.

In Spring 2021, the new program coordinator will make the following curriculum changes to the program:

- All MST courses will be designed for and delivered with synchronous instruction. These courses will be designed using Quality Matters best practices.
- In order to conform to the new Microsoft and Cisco curricula, the following changes have been made in the IT Specialist program:
- MST 115 IT essentials has been revised to conform to the new Cisco syllabus.
- MST 118 Networking and MST 128 Networking: Routing and Switching have been renamed MST 118 Networking I and MST 128 Networking II respectively, and the syllabi revised. MST 225 Scaling Networks and MST 226 Connecting Networks have been discontinued and a new course, MST 228 Networking III has been added.
- MST 218 Server Administration and MST 219 Advanced Server Administration have been renamed MST 218 Server Administration I and MST 219 Server Administration II, with revisions of the syllabi. A new course has been added, MST 220 Server Administration III, which adds new material.

- In other changes, the Advisory Committee decided that only one internship was necessary, so MST 197 Coordinated Internship I have been removed from the AAS program grid and replaced by ENGR 198 Workplace Readiness. Finally, online modalities are being added to almost all courses in the program.

Job Placement:

JOB PLACEMENT & TRANSFER INFORMATION								
	No. of Graduates	No. of Responses	No. Employed in IT	No. Employed outside IT	No. Continuing Education	No. Entering Military	% Employed in IT	% Continuing Education
AY15	2	1	1	-	-	-	100%	-
AY16	5	5	5	-	-	-	100%	-
AY17	9	3	1	-	2	-	33.5%	66.5%
AY18	4	3	2	-	1	-	66.5%	33.5%
AY19	4	2	-	2	-	-	0%	0%
AY20	6	5	2	-	3	-	40%	60%
*Data based on annual Perkins 180 Day Report submitted to DESE through MOSIS.								

Table 6 Job Placement & Transfer Information for AY15 TO AY20

Historically, ITS students who complete the program move on to secure gainful employment in the IT industry. Most students are hired during their first internship. This statement is based on student performance in internships and student/employer informal feedback. Based on instructor observations of students, students that persist in the program, but are not actively engaged in learning, do not obtain any IT position in the industry.

The IT Specialist Advisory Committee insisted an internship course should remain in the program. These same advisory members offer internship assistance and hire students. Advisory members have stated in meetings that the program is more rigorous, and students are better prepared upon entering the workforce. This is attributed to program improvements and advisory input.

COMPARISON OF PROGRAM ENROLLMENT, COMPLETION & PLACEMENT									
	Enrollment AAS		Completion AAS		No. of Graduates	No. of Responses	No. Employ IT	No. Cont. Education	% Employed in IT or Cont. Education
Fall 2013	43	Spring 2015	2	4%	2	1	1	--	100%
Fall 2014	35	Spring 2016	5	14%	5	5	5	--	100%
Fall 2015	43	Spring 2017	10	23%	9	3	1	2	100%
Fall 2016	48	Spring 2018	4	8%	4	3	2	1	100%
Fall 2017	34	Spring 2019	5	14%	4	2	--	--	0%
Fall 2018	44	Spring 2020	--	--	6	5	2	3	100%
Data taken from Factbooks 2008-2019 and Perkins 180 Reports									

Table 7 Comparison Program Enrollment, Completion & Placement

Table 7 compares program enrollment with completion and placement information. Overall, 100% of ITS graduates are either obtaining a position in and IT department or continuing their education. The ITS program was specifically designed so students could enter the workforce or continue their educational journey. The data supports this is happening.

Once the program coordinator has surveyed students upon leaving the program (either due to dropping out or graduation), the response rate for placement data should be higher than the current rate of 63%. The goal is to track 100% of students after they leave or graduate from the program.

Continuous Improvement Planning:

Action Plan Objective	Timeline	Responsible Party	Resources required
Continue collaboration between ITS program coordinator and college advising staff	Ongoing	Program Coordinator	College Advising Staff myTRCC database
Design all core courses for synchronous modality	Implement Fall 2021	Program Coordinator	
Visit Poplar Bluff, Kennett, and Pemiscot County CTCs to recruit students	Spring Semesters	Program Coordinator	Program Coordinator College Recruiters Instructors
Update articulation agreements or create career education dual credit courses for CTCs	Complete by Spring 2022	Program Coordinator	CTC Instructors
Develop survey to track students' reason for dropping class or program	Complete by Spring 2021	Program Coordinator	Office of Institutional Effectiveness Department Chair Advisory Committee
Identify all current and former ITS students to capture demographic information, establish status in program, recruit students back to complete program	Complete by Fall 2021	Program Coordinator	

Section III
Analysis of the Program

Articulation (If applicable):

No current articulation or dual credit agreements available.

Transfer Rates (If applicable):

Not applicable

Changes in Curriculum:

The ITS curriculum is driven by industry standards. In 2020, two of the industry standard certifications – Cisco and Microsoft -- have changed their curricula. Cisco moved from four networking courses to three, and Microsoft has moved from two server courses to three. In Spring 2021, curriculum will be submitted for review and approval to the college curriculum committee to revise current curriculum to reflect the industry-set changes. Additionally, the fourth semester of the program will focus on readiness for the workplace. One internship course will be replaced with ENGR 198 Workplace Readiness while retaining one 120-clock hour internship. As previously mentioned, the advisory committee was adamant about retaining at least one internship course in the program. Lastly, all courses designed and reviewed through Quality Matters process and will transition to a synchronous modality – whereas students may attend F2F, online or via Zoom. This format allows each course to be offered one time a semester and students can attend that course in which modality is most convenient for them while retaining the integrity of the learning experience.

External Needs Assessment:

The ITS advisory committee is actively engaged in program improvement and very supportive of our instructors and students. The committee meets on an annual to bi-annual basis, depending on the need. It is comprised of industrial professionals who actively work in the IT field and represent

the following sectors of the IT market: education, banking, healthcare and manufacturing. The program coordinator relies on advisory member input regarding technology trends in the college's 15-county service area. Minutes from the last advisory meeting is included in the appendix.

Adequacy of Facilities, Equipment, and Technology:

In the previous classroom in Westover Administration Building, the size of the room only allowed for 20 computers and dictated a class capacity of 20. Additionally, there was not enough floor space of an individual in a wheelchair to move freely around the room and two server cabinets sat in the front of the classroom and obstructed view of several students.

In Fall 2020, the ITS program will move into its new location in the Crisp Technology Center and expanded from one classroom to two classrooms and a server storage room. Having two classrooms has improved classroom capacity and allowed for the ADA compliance that was impossible in the old location. The classrooms have desks and worktables that are completely mobile. This allows for the flexibility to reposition equipment based on student and course need and provide more varied and realistic hands-on lab experiences.

The new classrooms can accommodate up to 24 students per class with minor adjustments to desk layout.

Impact of Resources to Support Teaching and Learning:

The college supports the growth of the ITS program by allocating grants funds to purchase updated technological software and hardware, so students learn on the most up-to-date equipment. Instructional equipment is evaluated annually, and old equipment is replaced every three years. New equipment is purchased annually, if needed. The college's IT department does have an obsolescence plan and the ITS program adheres to that plan.

Evaluation of Resources to Support Teaching and Learning:

The COVID pandemic and subsequent closure of educational institutions and many businesses caused many conference and other networking opportunities to be cancelled. Cisco typically offers a professional conference each summer which allows networking between IT professionals and instructors. It also provides an opportunity for instructors from various two- and four-year educational institutions to share best practices in their programs. Cisco offers workshops on emerging technologies and upcoming professional development opportunities. The program manager and adjunct instructors benefit greatly from this experience. Hopefully, in the upcoming year Cisco will offer this conference again.

Professional Development:

In 2020, adjunct Instructors Chadrick Parson and Dr. Michael Malone were provided with training as instructors in the new version of the Cisco Networking Academy's networking curriculum. Both completed the following instructor courses successfully:

- CCNAv7: Introduction to Networks
- CCNAv7: Switching, routing, and Wireless essentials Routing and Switching
- CCNAv7: Enterprise Networking, Security, and Automation.

External Accreditation & Documentation:

The ITS program is not accredited by any third-party organization.

Progress Report: N/A

Section IV

External Review of the Program (Program Feedback)

Advisory Board Feedback:

This section contains advisory committee meetings notes from Spring 2020.

Three Rivers Community College
Minutes of IT Specialist Advisory Committee Meeting
January 7, 2020

ATTENDEES:

Daniel Eubank, Southern Bank; Mike Malone, VA and TRCC Adjunct Instructor; Dustin Midgyett, TRCC IT; Dawn Tutor, TRCC IT and Network Admin graduate; Chadrick Parson, Gamma Healthcare, Small Business Owner and Network Admin graduate; Jerry Foster, Southern Bank; Charles Kinsey, PBTCC; Steve Atwood, TRCC; and Heather Carlton, TRCC and IT Specialist Program Coordinator.

Welcome
Dr. Dan Lauder welcomed the entire Career Education advisory group. Then each program broke out into its individual meeting.

Introductions
Each attendee introduced themselves.

Program Review & Student Learning Outcomes
Heather Carlton discussed the program review process and student learning outcomes.

Program Enrollment
The following enrollment numbers were reviewed by the group:
- Fall 2016 – 48 students
- Fall 2017 – 34 students
- Fall 2018 – 55 students
- Fall 2019 – 73 students (*Unofficial count which is based off a report from Computer Services in Fall 2019.)

As the program continues to improve curriculum and modality, program enrollment increases.

Program Completion
The completion numbers were also reviewed with the group.
- Spring 2015 – 2 graduates (4.6% graduation rate from Fall 2013)
- Spring 2016 – 5 graduates (14% graduation rate from Fall 2014)

- Spring 2017 – 10 graduates (23% graduation rate from Fall 2015)
- Spring 2018 – 4 graduates (8% graduation rate from Fall 2016)
- Spring 2019 – 3 graduates (12% graduation rate from Fall 2017)

Data is currently being collected to determine why graduation rate is low. Instructors and program coordinator noted that many students drop out of the program for financial reasons or change majors after their first semester because they realize computer networking is not the career field for them.

Discussion of Internships
There was discussion about removing internships from the program; however, the committee decided to keep one internship and replace the other with ENGR 198 Workplace Readiness. This course would give them the soft skills training plus help student prepare a resume and participate in mock interviews which will help them be successful in the IT field.

Discussion on Industry Credentials and Recap from Fall 2018 meeting
Heather Carlton reported Cisco is retiring their CCENT certification exam in February 2020. Students in MST 128 and MST 226 will not sit for a certification exam in Spring 2020 because they will not be ready for testing until May 2020 when the exam is no longer available. At this time there is not a suitable replacement exam. There was discussion by the committee to keep the certification exam in curriculum once an exam is available. The replacement exam will be introduced and discussed at the next committee meeting.

In Spring 2019, students in MST 128 and MST 226 took the CCENT exam for the first time. For this exam the passing score was 850 and here is the score breakdown:

700-799	3	14%
600-699	4	18%
500-599	10	45%
400-499	5	23%
Totals	**22**	**100%**

Although no student passed this exam the first time, the program coordinator and instructors were pleased to have 32% of students score a 600 or higher on the exam.

Report on Status of Partnerships with CTEs
Program Coordinator reported she is working with Poplar Bluff Technical Career Center and Kennett Career & Technology Center to update the articulation agreement and market the IT Specialist program to their students.

Report on Status of Program Options

Discussion about future program options was continued from the Fall 2018 meeting. The consensus of the committee was to put these options on hold until credentialed instructors could be located for the courses.

Cabinet Feedback:

Provide any feedback given from the Cabinet about the program in this section. Include any meeting minutes, presentations, handout materials, etc.

Faculty-at-Large Feedback:

Provide any feedback given from the Faculty-at-Large about the program in this section. Include any meeting minutes, presentations, handout materials, etc.

Student Learning Improvement Committee (SLIC) Feedback:

Provide any feedback given from the Student Learning Improvement Committee (SLIC) about the program in this section. Include any meeting minutes, presentations, handout materials, etc.

THREE RIVERS COLLEGE

PROGRAM REVIEW

Section I
Program Overview

Program Title: Office Administration/Medical Billing & Coding

Dates of Current Review Period: 2020-2021 (2018-19 & 2019-20)

Dates of Last Review Period: 2017-2018 (2015-16 & 2016-17)

Faculty Contact: Julie Becker

Email: jbecker@trcc.edu

Phone: 573-840-9460   **VoIP Ext.:** 8244

Executive Summary:

The Office Administration Program and the Medical Billing & Coding Program at Three Rivers College provide 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 and hands-on skill development. We prepare 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. In the Medical Billing & Coding 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.

Our Advisory Committee met to discuss curriculum changes. It was proposed to the committee to revise the current program outcomes to better meet the needs of the program and its assessments. The committee also voted to replace the internship as well as administrative transcription.

College Mission Statement:

The Mission Statement is located on our college website and may be found by clicking here.

> 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 students 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 and hands-on skill development.

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 is section is identical to the Program Purpose Statement.   [X]

The current catalog description is located on the college website and may be found by clicking here. Please indicate if the information is accurate and understandable.

Program Outcomes:

Current Program Outcomes for Medical Billing & Coding

1. Demonstrate the ability to communicate in all forms effectively, including written and oral communication, utilizing medical terminology and vocabulary.

2. Demonstrate technological skills including word processing, spreadsheets, and database management applications as needed for employment in a medical facility.

3. Demonstrate the proficiency in the use of CPT and ICD-CM coding systems.

4. Understand the purpose of health insurance claim forms including how to properly complete these forms.

Current Program Outcomes for Office Administration

1. Demonstrate the ability to communicate in all forms effectively, including written and oral communication, utilizing business and office administration terminology and vocabulary.

2. Demonstrate technological skills including word processing, spreadsheets, and database management applications as they apply to office administration.

3. Demonstrate appropriate office procedures as related to a business environment.

4. Understand and perform office accounting and recordkeeping functions as related to office administration.

Pre-requisites: N/A

Program Costs:

In 2020 the following are the total program costs for the AAS in Medical Billing & Coding:

In-District Tuition	$5,888.00
Non-District Tuition	$8,960.00
Out-of-state Tuition	$11,264.00
Common Fees	$2,560.00
Course Fees	$1,045.00
Course Materials	$1,318.25

In 2020 the following are the total program costs for the AAS in Office Administration:

In-District Tuition	$5,888.00
Non-District Tuition	$8,960.00
Out-of-state Tuition	$11,264.00
Common Fees	$2,560.00
Course Fees	$1,185.00
Course Materials	$1,254.60

Section II
Current State of the Program

Enrollment Trends:
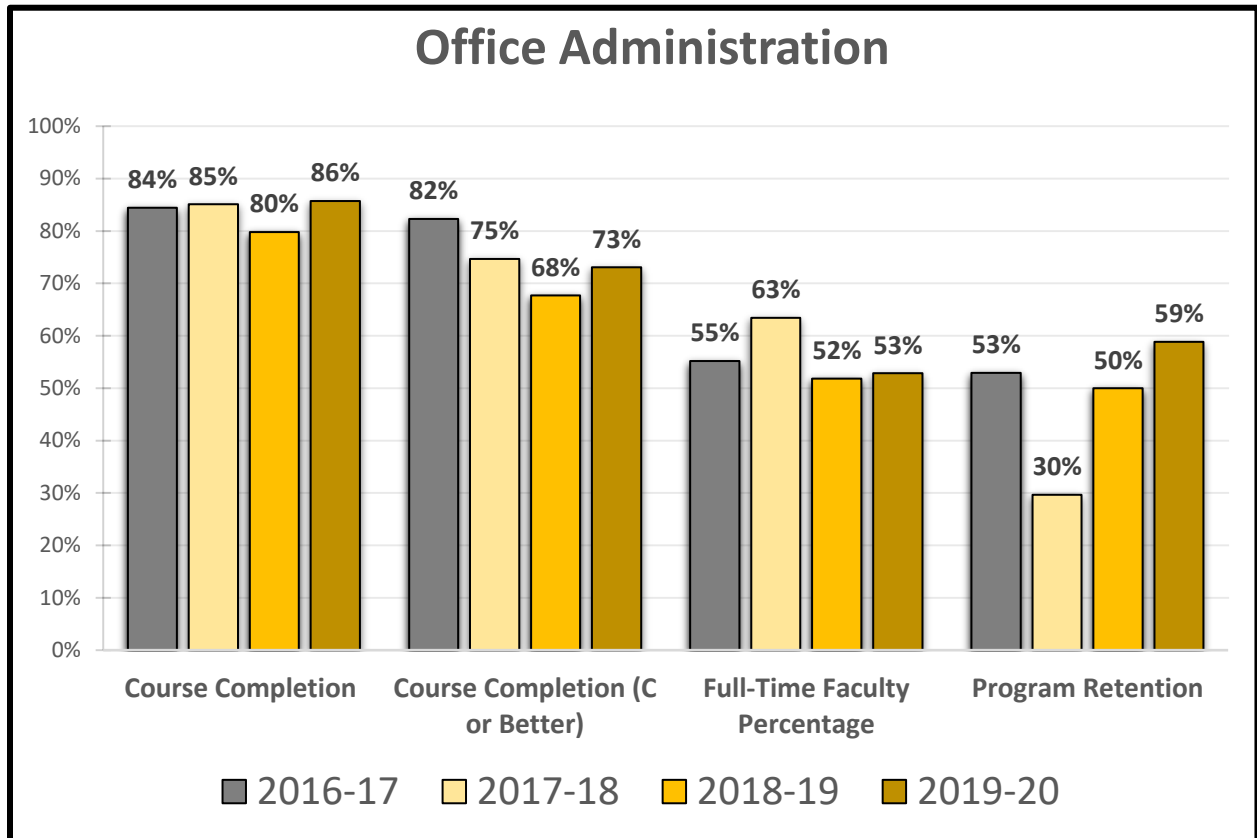
Description	2016-17	2017-18	2018-19	2019-20
Course Enrollment (Duplicated)	933	873	758	735
Course Completion Total (Duplicated)	788	743	605	630
Course Completion	**84%**	**85%**	**80%**	**86%**
Completion Total C or Better (Duplicated)	768	652	513	537
Course Completion (C or Better)	**82%**	**75%**	**68%**	**73%**
Full-Time Faculty Percentage	**55%**	**63%**	**52%**	**53%**
Full-Time Faculty Credit Hours	1560	1671	1191	1182
Part-Time Faculty Credit Hours	1266	963	1107	1053
Program Enrollment Total (Unique Students)	18	29	24	21
Program Graduation Total (Unique Students)	1	2	4	4
Program Retention Total (Unique Students)	9	8	10	10
Program Retention	**53%**	**30%**	**50%**	**59%**

*Source: Career Program Outputs Data Report – System Administrator

The Office Administration program declined in enrollment from 2018-2019 to 2019-2020, dropping from 24 students to 21. The number of graduates for both years stayed flat at 4 students.

Program retention percentages increased, with the same number of students retained despite enrollment numbers decreasing. Course completion also increased with more students finishing in 2019-2020 than in 2018-2019.

Medical Billing & Coding
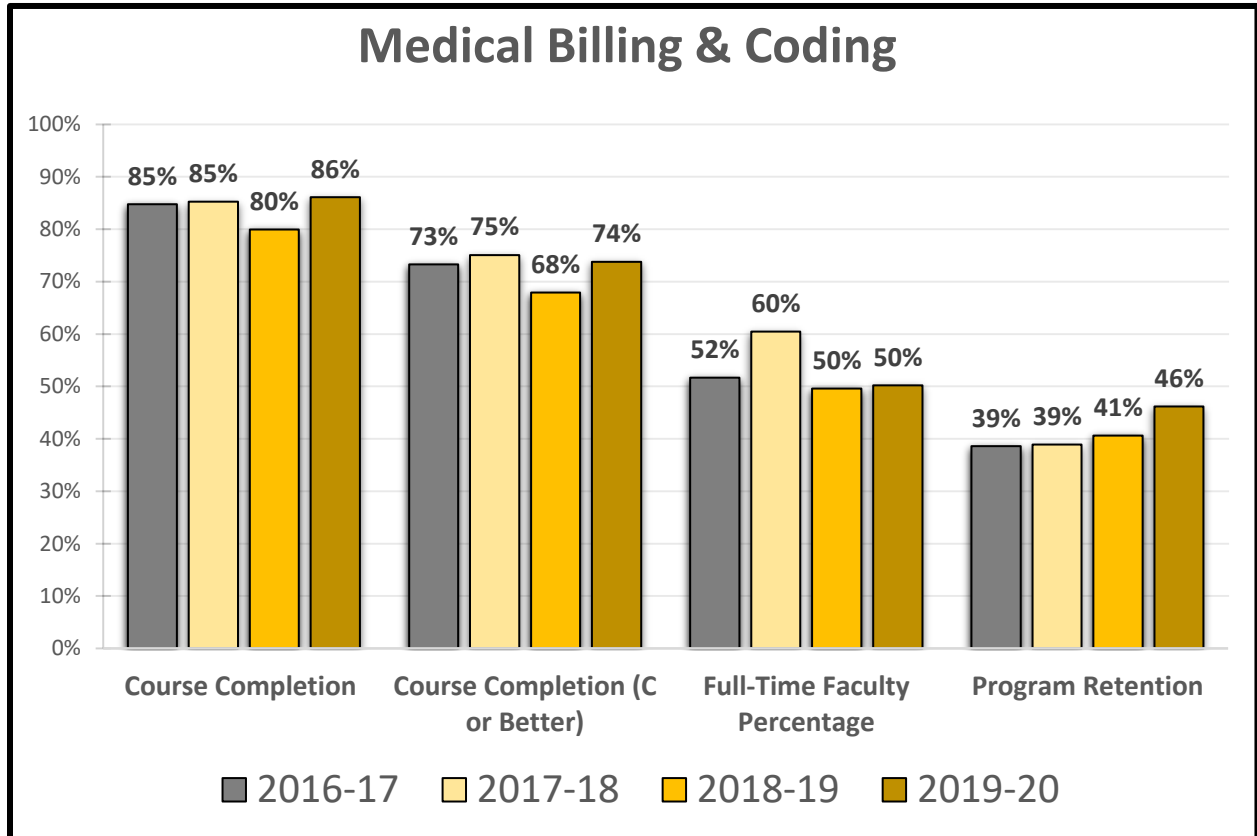
Description	2016-17	2017-18	2018-19	2019-20
Course Enrollment (Duplicated)	958	887	767	755
Course Completion Total (Duplicated)	812	756	613	650
Course Completion	**85%**	**85%**	**80%**	**86%**
Completion Total C or Better (Duplicated)	702	666	521	557
Course Completion (C or Better)	**73%**	**75%**	**68%**	**74%**
Full-Time Faculty Percentage	**52%**	**60%**	**50%**	**50%**
Full-Time Faculty Credit Hours	1545	1653	1176	1182
Part-Time Faculty Credit Hours	1446	1081	1195	1173
Program Enrollment Total (Unique Students)	71	61	38	47
Program Graduation Total (Unique Students)	14	7	6	8
Program Retention Total (Unique Students)	22	21	13	18
Program Retention	**39%**	**39%**	**41%**	**46%**

*Source: Career Program Outputs Data Report – System Administrator

The Medical Billing & Coding program saw a decrease in duplicated course enrollment but in increase in unique student program enrollment from 2018-2019 to 2019-2020. Compared to the two previous years, course enrollment and program enrollment have decreased. However, program enrollment is trending back up. The course completion percentage is trending back up with 2019-2020 having the highest percentage at 86% in four years. Program retention is also trending up with the rate at 46% in 2019-2020 at its highest in the last four years.

Enrollment Evaluation:

To increase enrollment, we could offer our classes at ITV classes. This could help with enrollment because we would reach students in a larger area that could enroll in the classes and not have to drive long distances to attend classes. We could work on keeping in contact with our students throughout each semester until the student graduates. 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.

Data will continue to be gathered for both programs to determine if the change of LMS providers will impact the completion rate. The new curriculum provides additional resources that will improve student support and should increase completion rates for both programs.

Progress & Completion:

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.

In 2018 we still had students enrolled in an earlier catalog. We changed from five options to two options. In 2018 a total of 54 students were enrolled in these programs. In Information Systems Technology (IST) Medical Billing & Coding Option 17 students; IST Medical Option 1 student; Medical Billing & Coding program 16 students; and Office Administration 20 students. We had a total of 63 students in our certificate programs. Medical Billing & Coding certificate 17 students; Medical Billing & Coding One-Year certificate 18 students; and Office Assistant certificate 28 students.

In 2017 – 2018 we had a total 12 students to graduate. IST Executive/Legal Option 1 student; IST Medical Billing & Coding 7 students; IST Medical Option 2 students, and Office Administration 2 students.

In 2017-2018 we had 13 students graduate with the certificates. Medical Billing & Coding certificate 10 students and Office Assistant certificate 3 students.

In 2019 we had 49 students enrolled in the programs. IST Medical Billing & Coding option 4 students; IST Medical option 1 student; Medical Billing & Coding program 27 students; Office Administration program 17 students.

In 2019 we had 56 students enrolled in the certificates. The Medical Billing & Coding certificate 4 students; Medical Billing & Coding one-year certificate 33 students; and Office Assistant certificate 19 students.

In 2019 we had 10 students to graduate. IST Medical Billing & Coding option 6 students and Office Administration 4 students.

In 2019 we had 14 students graduate with the certificates. Office Assistant certificate 7 students and Medical Billing & Coding certificate 7 students.

Communication has increased between the advisor and the students. Marketing the programs and certificates are being added to help with retention and completion. Data will continue to be collected to evaluate if the increased communication through email and marketing is positively impacting enrollment in both programs.

Program Assessment Methodology and Design:

The program 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.

The curricular requirements for the program are set forth in semester-by-semester displays presented in the Catalog as recommended sequence of courses for students. 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.

Three Rivers College Program Managers review their program curriculum to align instruction to programmatic outcomes. The exercise of curricular mapping allows Program Managers to evaluate the curriculum in a broader perspective to develop and implement an assessment plan for the program, reveal any gaps in the curriculum, and identify areas where improvement

interventions can be implemented. This curriculum mapping also provides the faculty improved communication amongst program faculty and students. The subsequent curriculum maps are arranged by program to correspond with the Student Learning Outcomes.

For the courses IST 126 Word Processing Applications, IST 268 Spreadsheet Applications, and IST 269 Database Applications, we changed to a new educational technology platform. This platform seems to keep students more engaged in learning the applications, which helps students to be more successful. Also, the Microsoft Office Specialist (MOS) certification exam was added to each of these courses. The Word MOS exam added to IST 126 Word Processing, the Excel MOS exam added to IST 268, and the Access MOS exam added to IST 269. This change was made in these three courses to improve students learning in demonstrating technological skills. Statistics show that success rate of those who take MOS certification along with their job placement rates are higher than those who do not have the MOS certifications.

Program Learning Outcome Assessment:

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.

As a result of the PLO assessment the following improvements have been implemented.

The current program outcomes will change in Fall 2021.

Current Program Outcomes for Medical Billing & Coding

1. Communicate in a business environment.
2. Demonstrate technological skills including operating systems, word processing, spreadsheets, database management, presentation software, email and the Internet as a research tool.
3. Manage files.
4. Employ technology to solve business problems.
5. Display professional readiness including time management, organizational, confidentiality, teamwork, and decision-making skills.
6. Use CPT and ICD-CM coding systems (Medical Billing & Coding Program only).
7. Complete health insurance claim forms (Medical Billing & Coding Program only).

Proposed Revised Program Outcomes for Medical Billing & Coding

1. Demonstrate the ability to communicate in all forms effectively, including written and oral communication, utilizing medical terminology and vocabulary.
2. Demonstrate technological skills in word processing, spreadsheets, and database management applications.
3. Demonstrate proficiency in the use of CPT and ICD-CM coding systems.
4. Show the proper completion of health insurance claim forms.

Current Program Outcomes for Office Administration

1. Communicate in a business environment.
2. Demonstrate technological skills including operating systems, word processing, spreadsheets, database management, presentation software, email, and the Internet as a research tool.
3. Manage files.
4. Employ technology to solve business problems.
5. Display professional readiness including time management, organizational, confidentiality, teamwork, and decision-making skills.
6. Produce transcripts and correspondence using computer technology.

New Program Outcomes for Office Administration

1. Demonstrate the ability to communicate in all forms effectively, including written and oral communication, utilizing business and office administration terminology and vocabulary.
2. Demonstrate technological skills in word processing, spreadsheets, and database management applications.
3. Demonstrate appropriate office procedures as related to a business environment.
4. Perform office accounting and recordkeeping functions as related to office administration.

Also, we are replacing IST297 Coordinated Internship Project with requiring BLAW221 Legal and Ethical Environment of Business. This allows the office administration program students to be more employable with having the variety of classes. Also taking out IST256 Administration Transcription and replacing with a list of business elective classes to choose from. Met with Business Management Advisory Committee Members and asked about transcription. None of the members present at the meeting have their administrative assistants transcribe. Also, the transcription software is not compatible with our technology upgrades.

Revising Program Outcomes.

Revising Program Purpose Statement to the following: The Office Administration program is designed for individuals who are currently employed in an office environment or for students 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 and hands-on skill development.

Also, wording on the Medical Billing & Coding Program Purpose Statement has changed to the following: The Medical Billing & 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 and hands-on skill development.

In the Medical Billing & Coding program option we are replacing IST 297 Internship Project with ACCT 211 Principles of Accounting I. Reasoning for this is internship placement is difficult. Internship experience is not assisting students in meeting outcomes.

IST225 Medical Billing & Coding I is changing from a textbook to MindTap. This will provide more opportunity to engage students in course.

IST275 Advanced Medical Billing & Coding is changing from a textbook to MindTap. This will provide more opportunity to engage students in course.

BUED203 Business Communications change to Spring only course. This course only needs to be offered once a year. IST100 Computer Applications and ENGL111 College Writing are prerequisites for BUED203. Students take IST100 and ENGL111 in the Fall semester, and then complete BUED203 in the Spring semester.

IST 100 - Textbook Change. Changing from MyLabsPlus to Mindtap..
In Office Administration program IST297 IST Internship Project is now replaced with BLAW221 Legal and Ethical Environment of Business. Reasoning for this is internship placement is difficult. Internship experience is not assisting students in meeting outcomes. Requiring BLAW221 allows Office Administration students to obtain more skills to become employable having the variety of classes.

IST256 Administrative Transcription is deactivated because of problems with software. We also met with Advisory Committee Members, and they stated they do not have any administrative assistants transcribe.

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.

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:

MOSIS Reporting	Number of Graduates	Number of Responses	Percentage Employed in A Related Job	Percentage Employed in A Non-Related Job	Total Percentage Employed	Percentage Furthering Education
Office Administration						
2019-2020	4	2	50%	50%	100%	0%
2018-2019	4	4	25%	0%	25%	50%
2017-2018	2	2	100%	0%	100%	0%
2016-2017	1	0	0%	0%	0%	0%
Medical Billing & Coding						
2019-2020	4	3	67%	0%	67%	33%
2018-2019	5	2	0%	50%	50%	50%
2017-2018	7	5	20%	20%	40%	60%
2016-2017	15	7	14%	29%	43%	43%

MOSIS reporting shows the placement data for both the Office Administration and Medical Billing & Coding programs. The graduate responses are limited for both programs.

Looking at the Office Administration program in 2017-2018, there were two graduates employed in a related job. For 2018-2019, one graduate was employed in a related job, two graduates decided

to further their education, and one was unemployed. One graduate was employed in a related job and another was employed in a non-related job according to the 2019-2020 responses even though the number of graduates was the same as 2018-2019.

In 2016-2017, the Medical Billing & Coding program had 15 graduates with 7 of them responding to the report survey. One student was employed in a related job, two in non-related jobs, and two decided to further their education, and one was unemployed. The number of 2016-2017 graduates is higher than the other years due to TRA funding for displaced workers. 2017-2018 had one graduate working in a related job, one graduate working in a non-related job, and three students choosing to further their education. 2018-2019 had one graduate employed in a non-related job and one graduate choosing to further their education. Last in 2019-2020, two graduates were employed in related field and one graduate choose to further their education.

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):

There are no articulation agreements at this time. The Office Administration Program as well as

the Medical Billing & Coding Program are Associate of Applied Science degrees. 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:

For the courses IST 126 Word Processing Applications, IST 268 Spreadsheet Applications, and

IST 269 Database Applications, we changed to a new educational technology platform. This

platform seems to keep students more engaged in learning the applications, which helps students

to be more successful. Also, the Microsoft Office Specialist (MOS) certification exam was added

to each of these courses. The Word MOS exam added to IST 126 Word Processing, the Excel

MOS exam added to IST 268, and the Access MOS exam added to IST 269. This change was

made in these three courses to improve students learning in demonstrating technological skills.

Statistics show that success rate of those who take MOS certification along with their job

placement rates are higher than those who do not have the MOS certifications.

The rubric for Program Outcome #1 – Communicate in a Business Environment - was given to

students during instruction of assignment due to feedback from Institutional Effectiveness

Department. Previously, students seemed weak in writing. It was observed that students were not

given the rubric for the artifact. Instructions for the assessment were given in more detail to the

students this semester. The students' scores were higher for the Fall 2017 and Spring 2018 semesters.

The current program outcomes will change in Fall 2021.

Current Program Outcomes for Medical Billing & Coding
1. Communicate in a business environment.
2. Demonstrate technological skills including operating systems, word processing, spreadsheets, database management, presentation software, email, and the Internet as a research tool.
3. Manage files.
4. Employ technology to solve business problems.
5. Display professional readiness including time management, organizational, confidentiality, teamwork, and decision-making skills.
6. Use CPT and ICD-CM coding systems (Medical Billing & Coding Program only).
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Current Program Outcomes for Office Administration
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1. Demonstrate the ability to communicate in all forms effectively, including written and oral communication, utilizing business and office administration terminology and vocabulary.
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4. Perform office accounting and recordkeeping functions as related to office administration.

Also, we are replacing IST297 Coordinated Internship Project with requiring BLAW221 Legal and Ethical Environment of Business. This allows the office administration program students to be more employable with having the variety of classes. Also taking out IST256 Administrative Transcription and replacing with a list of business elective classes to choose from. Met with Business Management Advisory Committee Members and asked about transcription. None of the members present at the meeting have their administrative assistants transcribe. Also, the transcription software is not compatible with our technology upgrades. Revising Program Outcomes. Revising Program Purpose Statement to the following: The Office Administration program is designed for individuals who are currently employed in an office environment or for students 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 and hands-on skill development.

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External Needs Assessment:

We work closely with the advisory committee. The advisory committee meets once a year to discuss the program and any changes that need to be made. The advisory committee consists of business owners, managers, and employees of businesses in the community. Members give feedback of graduates that are working for them. We find out trends in the businesses to see if we need to make changes in the program.

Adequacy of Facilities, Equipment, and Technology:

All facilities are safe and sufficient to support and assure the integrity and quality of the program. 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. 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. No recommendations at this time.

Impact of Resources to Support Teaching and Learning:

The institution provides adequate resources to support teaching and learning in the program. The institution provides adequate resources to support teaching and learning based on revenue vs. expenditures. The institution provides adequate resources. All student expenses are essential to the program.

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: N/A

External Accreditation & Documentation: N/A

Progress Report: N/A

Section IV
External Review of the Program (Program Feedback)

Advisory Board Feedback:

The advisory committee meets once a year. 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.

The advisory committee is made up of 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. I handed out a copy of the previous program review to my advisory committee. I did not receive any feedback.

Cabinet Feedback:

Provide any feedback given from the Cabinet about the program in this section. Include any meeting minutes, presentations, handout materials, etc.

Faculty-at-Large Feedback:

Provide any feedback given from the Faculty-at-Large about the program in this section. Include any meeting minutes, presentations, handout materials, etc.

Student Learning Improvement Committee (SLIC) Feedback:

Provide any feedback given from the Student Learning Improvement Committee (SLIC) about the program in this section. Include any meeting minutes, presentations, handout materials, etc.