

**Elgin Community College
District # 509
Elgin, IL 60123**

Program Review Report

August 2010

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CTE PROGRAM REVIEW REPORT

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2010

Include all college programs on ICCB's program review schedule for the year.

(Provide one CIP code per summary report.)

Program Identification Information

6-Digit CIP	511601 511613 511614
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Degree Type 03,20,30	03 – AAS 20 – Certs 30ch > 30 – Certs <30ch
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Program Title	NURSING
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Action:

Continued with minor improvements

Significantly modified

Discontinued/Eliminated

Placed on inactive status

Scheduled for further review

Other, please specify:

OBJECTIVES

1. What are the objectives of the program?

Associate of Applied Science Degree in Nursing Program Outcomes

- Demonstrates caring and respectful behaviors to diverse populations
- Participates in self-directed learning, an integral component of life-long learning
- Applies critical thinking skills and evidence-based practice appropriate to the level of novice registered professional nurse
- Utilizes the nursing process in the various roles of the registered professional nurse
- Displays competence in the safe performance of nursing practice appropriate to the level of the novice registered professional nurse
- Collaborates effectively with other members of the health care team
- Uses information and technology to communicate, manage knowledge, and support decision-making
- Recognizes the nurse's unique contribution in promoting and delivering quality, holistic health care in a global setting

Vocational Specialist Certificate in Practical Nursing Program Outcomes

- Demonstrates caring and respectful behaviors to diverse populations
- Participates in self-directed learning, an integral component of life-long learning
- Applies critical thinking skills and evidence-based practice appropriate to the level of novice licensed practical nurse

- Utilizes components of the nursing process in the roles of the novice licensed practical nurse
- Displays competence in the safe performance of nursing practice appropriate to the level of the novice licensed practical nurse
- Collaborates effectively with other members of the health care team
- Uses information and technology to communicate, manage knowledge, and support decision-making
- Recognizes the practical nurse’s contribution in promoting and delivering quality, holistic health care in a global setting

Basic Vocational Specialist Basic Nursing Assistant Training Program Outcomes

- Describes the health care team and the role of the nurse assistant
- Identifies the scope of practice for the nurse assistant, including ethical and legal responsibilities to the patient
- Demonstrates the safe care of a patient
- Discusses adapting care for patients based on their age and developmental needs

To what extent are they being met?

Nursing and Practical Nursing - Program outcomes are measured through the use of examinations (teacher-made and standardized) , clinical evaluation tools, portfolios, a Program Outcome Survey completed by the students and the NCLEX Practical Nurse and Registered Nurse licensure examinations. Upon review of the NCLEX-RN pass rate in 2005 and upon completion of the ICCB self-study, measures were undertaken to increase the rigor of the curriculum as well as update the admission requirements to reflect a higher reading comprehension level. The program also placed a greater emphasis on the National League for Nursing Pre-admission exam for program admission. Since 2006, the NCLEX-RN pass rate has remained above the national and state pass rates. In addition, a standardized exam was required upon completion of the RN program, from 2006 – 2008. The department is currently evaluating the use of the standardized exam and how the exam impacts the student’s success in the final course of the program.

In 2008, there was a significant drop in pass rates on the NCLEX-PN exam for the practical nurse graduate when the exam difficulty level was increased. In 2009, the student success rate recovered on the NCLEX-PN exam by adapting the curriculum to the new NCLEX-PN test plan.

Registered Nursing NCLEX Pass Rates

	2005	2006	2007	2008	2009	2010 to date
National	87%	88%	85%	87%	88%	NA
State	89%	89%	86%	90%	91%	NA
ECC	85%	96%	96%	94%	93%	97%

Licensed Practical Nurse NCLEX Pass Rates

	2005	2006	2007	2008	2009	2010 to date
National	89%	88%	87%	86%	86%	NA
State	91%	93%	91%	90%	91%	NA
ECC	94%	99%	98%	89%	100%	100%

Basic Nursing Assistant Training Program – Program outcomes are measured through the use of teacher-made exams which reflect the standards required by the Illinois Department of Public Health. Students must achieve an 80% or better on the course exams. All students must complete the required classroom and clinical hours. Mastery of the program’s stated learning objectives is also evidenced by the success of our students on certification exams. ECC student performance on the BNA certification exam is described below.

BNA Certification Exam Pass Rates

	2006	2007	2008	2009	2010 to date
National	n/a	n/a	n/a	n/a	n/a
State	n/a	n/a	n/a	n/a	n/a
ECC	100%	100%	100%	100%	100%

2. How satisfied are students with their preparation for employment? How do you know?

The RN graduate evaluation measured student achievement for the program outcomes from fall 2005 to fall 2009. It demonstrates a satisfaction rate of 92 percent or greater. The Elgin Community College Career Technical Follow-Up Survey (one year post graduation) was completed in 2006-2007, and showed 88 percent satisfaction rates with the program, and an 89 percent employment rate. The survey conducted in 2007-2008 showed a 91 percent satisfaction rate with the program, and an 84 percent employment rate.

Students who have completed the first year of the nursing curriculum take a Level 1 survey to measure satisfaction of the program outcomes for the practical nurse. Results of this survey for the past 2 years indicate that 94% of the students are satisfied that they have achieved the Level 1 program outcomes.

BNA students indicated high satisfaction rates on the Career Technical Follow-Up Survey, as well as through written comments about the program.

3. How satisfied are employers in the preparation of graduates? How do you know?

During the annual advisory committee meeting, as well as during discussions with the educational liaisons, the topic of student preparation for employment is discussed. Through these discussions, it has been determined that the area employers are satisfied with our graduates. If any concerns do surface, recommendations are made to improve the curriculum and implement changes as soon as possible. One of the suggestions was to improve the process of reviewing patient records, emphasizing how basic information may be used in developing and evaluating the plan of care once the clinical day was completed. A procedure was developed and approved by the advisory committee. A plan to work with Institutional Research to develop an online survey for employers is being developed.

4. How does this program contribute to programs in the other fields?

The students in the nursing program share similar course requirements such as Biological Sciences, Chemistry, English, Humanities and Psychology with other Health Professions programs. Nursing and basic nursing assistant students may also elect to take the Phlebotomy course in the Clinical Laboratory Technology program, which makes them more marketable in a physician’s office and clinics. Students who complete the RN program may take the 2nd and 3rd semesters of the Surgical Technology program to become a surgical nurse in the hospital or outpatient setting.

NEED

5. Based on trends in enrollments, completions, job placement, and labor market demand, how strong is the occupational demand for this program?

RN & PN program – Elgin Community College has seen a steady submission of applications to the nursing program and admits about 51% of qualified applicants. According to the Bureau of Labor Statistics, “job opportunities will continue to grow at a greater than average rate for the RN and LPN, with expected growth to be 22% through 2018.” There may also be a shift in the area of employment from hospitals to physician and outpatient service offices. A majority of employed RNs continue to work in the hospital and acute care settings. Most LPNs work in long-term care settings or a physician’s office.

BNA program - Elgin Community College has seen a steady enrollment in NUR 105, the Basic Nursing Assistant Training Program and recently added a section of 30 students in spring 2010. The job outlook is similar to the RN and LPN outlook, with an expected job growth of 18% through 2018. *Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2010-11 Edition, Registered Nurses, on the Internet at <http://www.bls.gov/oco/ocos083.htm> (visited April 26, 2010)*

		Projected							
		Base Year	Year	Employment Change		Average Annual Job Openings			Annual
Standard Occupational Classification (SOC)		Employment	Employment	2006-2016		due to			Compound
Code	Title	2006	2016	Number	Percent	Growth	Replacements	Total	Growth
29-1111	Registered Nurses	3742	4,909	1,167	31.19	117	62	179	2.75
29-2061	Licensed Practical Nurses	869	1,042	173	19.86	17	24	41	1.83
31-1000	Nursing, Psych & Home Health Aides	2,663	3,358	695	26.11	70	23	93	2.35
31-1011	Home Health Aides	670	914	244	36.46	24	6	30	3.15
31-1012	Nursing Aides, Orderlies/Attendants	1,953	2,394	441	22.60	44	17	61	2.06
31-1013	Psychiatric Aides	40	50	10	23.91	1	0	1	2.26

6. How has the demand changed in the past five years, and what is the outlook for the next five years? See information above. Please explain any adverse trends.

Adverse trends in the current academic year include a hiring freeze at some of the local hospitals. Hospitals are waiting for updates from the state of Illinois on its financial commitments before committing to graduate hiring. Practical nurse graduates are being offered jobs in long-term care as they complete the Basic Nurse Assistant program.

7. What is the district vs. state need?

See comment above. Through discussions with other nursing program directors throughout the state, it is evident that RN nursing graduate employment is low.

Three-Year Enrollment Trend

	FY07	FY08	FY09
Seats	1227	1233	1310
Credit Hours	5216	5236	5675

Three-Year Trend – Course Completion Rates*

Fiscal Year	Credit Earned (A-D, S)	No Credit Earned (F,U,I)	Withdrawal (W,AW)
	Number (Percent)	Number (Percent)	Number (Percent)
FY07	1187 (92%)	26 (2%)	72 (6%)
FY08	1188 (93%)	25 (2%)	59 (5%)
FY09	1267 (94%)	28 (2%)	58 (4%)

*Note that counts are tallied for course completion rates as of end-of-term, while counts for seats and credit hours are tallied as of 10th day and do not include drops, so that sum of enrollment counts may not match enrollment totals for course completers.

Source: ECC Office of Institutional Research

Three-Year Trend – Degrees Awarded

Program Title	Curriculum Code	FY07	FY08	FY09
511601-AAS Nursing	NURSG072 0	104	98	112
511613-VS Practical Nursing	NURSG071 9	90	90	87
511601-BVS NCLEX-RN Remedial Certificate	NURSG010 8	0	0	0
511614-BVS Basic Nurse Assistant Training Program	NURSG071 0	10	79	105

Source: ECC Institutional Research Office

COST

8. Is the program cost effective? How was this determined?

The nursing programs are cost effective in the sense that we must meet state and accreditation requirements when supervising students in the clinical areas. The nursing programs have limited classroom numbers based on the commitment to our students to provide individualized learning opportunities in the classroom.

9. What steps can be taken to offer the program more cost-effectively?

One of the suggestions to reduce cost is to increase class size and decrease the number of students supervised in the clinical area. As there is an increase in the acuity of the patients in the acute care settings, the faculty has identified two issues. The first is the safety of the patient. It is difficult to supervise ten students on several floors. The second is the quality of the learning environment for the students. Students learn best when they are actively involved on the hospital units with their faculty instructors.

The Basic Nurse Assistant program will continue to expand, and will require additional classroom and clinical faculty. New program faculty and the Nursing Director will work on a plan to outline the program requirements as well as the programs costs. The goal will be to increase student retention, based on strict guidelines from the Illinois Department of Public Health.

10. Are there needs for additional resources? Please specify.

The resources for the nursing programs are adequate for the day-to-day operations of the programs. When the new Health Career Center of Excellence opens in summer 2012, additional equipment will be needed for the nursing validation labs and four simulation rooms. Simulation mannequins and software programs are very expensive and require annual maintenance upgrades. As the new Health Professions building opens, a new position will be requested to manage the simulation labs. A plan needs to be developed to include other health professions programs, so that multi-disciplinary activities can be developed as well. As faculty salaries increase, unit cost will continue to rise over the next 5 years. In addition, due to scheduled retirements, new nursing faculty will need to be hired and master's prepared clinical nurses will remain in the clinical education areas of the acute care settings, where salaries will remain higher.

As the college relocates to the Health Careers Center, there will be a cost savings as a result of sharing equipment and supplies with all of the nursing programs.

Three-Year Program Unit Cost

Elgin Community College 3-Year Unit Cost						
	FY07		FY08		FY09	
CIP Code	Credit Hours	Unit Cost	Credit Hours	Unit Cost	Credit Hours	Unit Cost
511601/511613	4376*	\$558.15	4403*	\$566.58	4541*	\$579.46
511614	840	\$306.86	833	\$322.15	1134	\$310.73

*Credit Hours reported for individual courses that are shared among degrees and certificates.

Sources: ECC Institutional Research Office, ECC Business Office

QUALITY

Improvements & Rationale for Action

11. Please provide a brief description of the improvements made since the last review or reasons for other program decisions.

The nursing program has undergone an extensive review while preparing for the National League for Nursing Accrediting Commission site visit in February 2010. The program has tentatively received full accreditation (8 years) with a focus report to be submitted regarding the flow of course outcomes and program outcomes. The program outcomes were determined to be a good measure of our graduates. The program philosophy and outcomes were updated to reflect current nursing practice. The use of standardized exams has been implemented throughout the program. The nursing faculty by-laws have been updated as well as the nursing department standing committees.

The Basic Nurse Assistant program has changed textbooks, and incorporated the use of DVDs for the skills required in the course.

12. Provide a proposed action plan for future improvements.

In conjunction with the excellent mentoring program for new faculty at Elgin Community College, the nursing faculty plan to:

- Develop a formal mentoring program for new nursing faculty, so they may experience the support of the tenured nursing faculty
- Continue to form clinical partnerships in the district and region as needed
- Submit the NLNAC focus report to complete the self-study process
- Develop a letter, for students who are enrolled, regarding all program requirements (Basic Nurse Assistant Program)

13. Provide an estimated timeline for these improvements.

The timeline for the completion of these projects will be May 2012.

Principle Assessment Methods Used in Quality Assurance for this Program

- Standardized assessments
- Certification and licensure examination results
- Writing samples
- Portfolio evaluation
- Course embedded questions
- Student surveys
- Analysis of enrollment, demographic and cost data
- Other, please specify: _____

14. Based on the results of assessment and other information about courses, what steps need to be taken to update the curriculum or improve instruction?

Courses will continually be reviewed in accordance with the current assessment timeline to assure that they remain current based on changes in nursing and healthcare. Faculty will be encouraged to take advantage of the excellent learning opportunities regarding implementing the appropriate use of technology in the classroom. NLNAC recommendations will be incorporated into the nursing curriculum.

Statewide Program Issues (if applicable)

Please provide a brief description of emerging state-level problems and/or program issues that will eventually affect programs offered by the colleges and cannot be addressed at the local level. Such problems/issues might include licensure changes, trends in occupational demand, and developments in disciplines or modifications to university transfer policies.

The Illinois Nurses Association has currently proposed that all AD nurses obtain a BSN, within 10 years of graduating, in order to keep their Illinois nursing license. An education summit was held on April 20, 2010 to begin looking at the possibilities and roadblocks for nurses in Illinois. Most Associate Degree and Practical Nurse program directors, and some faculty were present to hear the discussion. Associate Degree Nursing Program Directors are planning a meeting in May to discuss the proposals.

CTE PROGRAM REVIEW REPORT

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2010

Include all college programs on ICCB's program review schedule for the year.
(Provide one CIP code per summary report.)

Program Identification Information

6-Digit CIP	520901
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Degree Type 30	03 – AAS 20 – Certs 30ch > 30 – Certs <30ch
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Program Title	HOSPITALITY
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Action:

- Continued with minor improvements
 Significantly modified
 Discontinued/Eliminated
 Placed on inactive status
 Scheduled for further review

Other, please specify: _____

OBJECTIVES

1. What are the objectives of the program?

The objectives are to expose students to the broad world of Hospitality and Tourism. This includes courses in the Hospitality Industry, including Law, Quantity Food Purchasing, Menu Design, Supervision, and Dining Room Operations and Management.

To what extent are they being met? The enrollment in this area continues to increase, and additional sections have been scheduled and offered to meet the demand.

2. How satisfied are students with their preparation for employment? According to the Career and Technical Survey reported to ICCB, students indicated that they were exceptionally satisfied with their job preparation. **How do you know?** The increase in internships over the last 3 semesters, and the quality of internships are the indicators of student satisfaction.

3. How satisfied are employers in the preparation of graduates? According to the employer evaluations collected from internship sites, results show high satisfaction rates with the graduates. **How do you know?** In addition to the evaluations, feedback is also collected in person through site visits by the instructional coordinator.

4. How does this program contribute to programs in the other fields? Students understand the importance of a hospitality management degree, and as a result 75% of the students will opt to pursue additional **certificates** in culinary management and/or pastry.

NEED

5. **Based on trends in enrollments, completions, job placement, and labor market demand, how strong is the occupational demand for this program?** There is a very strong demand for hospitality management degree students because this degree covers a large umbrella of job descriptions including hotels, restaurants, marketing & sales, catering, hospitality accounting, etc.

Standard Occupational Classification (SOC)		Base Year Employment	Projected Year Employment	Employment Change 2006-2016		Average Annual Job Openings due to			Annual Compound Growth
Code	Title			2006	2016	Number	Percent	Growth	
35-2000	Cooks and Food Preparation Workers	5,268	6,164	896	17.01	90	156	246	1.58
35-2011	Cooks, Fast Food	1,107	1,265	159	14.32	16	30	46	1.34
35-2012	Cooks, Institution and Cafeteria	636	739	103	16.13	10	17	27	1.51
35-2014	Cooks, Restaurant	1,417	1,665	248	17.49	25	38	63	1.63
35-2015	Cooks, Short Order	292	324	31	10.75	3	8	11	1.05
35-2019	Cooks, All Other	43	45	2	5.59	0	1	1	0.46
35-2021	Food Preparation Workers	1,769	2,123	354	19.99	35	61	96	1.84
13-1121	Meeting and Convention Planners	82	95	13	16	1	2.00	3	1.48

6. **How has the demand changed in the past five years, and what is the outlook for the next five years? Please explain any adverse trends.** In 2010, there has been a growth of interest in wine and food. In order to meet this demand, a class on wines, and wine and food pairings needs to be developed and offered. The courses would be available for students over 21 years old only, however, would be essential for future managers and chefs.

7. **What is the district vs. state need?** The need is similar.

Three-Year Enrollment Trend

	FY07	FY08	FY09
Seats	321	332	348
Credit Hours	1044	1077	1128
Hospitality courses (101,212,214,215,220) are shared with Culinary Arts degree and certificates, and data reported cannot be provided separately for hospitality enrollment.			

Three-Year Trend – Course Completion Rates*

Fiscal Year	Credit Earned (A-D, S)	No Credit Earned (F,U,I)	Withdrawal (W,AW)
	Number (Percent)	Number (Percent)	Number (Percent)
FY07	272 (76%)	38 (11%)	47 (13%)
FY08	268 (73%)	48 (13%)	50 (14%)
FY09	304 (79%)	39 (10%)	43 (11%)

*Note that counts are tallied for course completion rates as of end-of-term, while counts for seats and credit hours are tallied as of 10th day and do not include drops, so that sum of enrollment counts may not match enrollment totals for course completers.
 **Hospitality courses are shared with Culinary Arts degree and certificates and data reported cannot be provided separately for hospitality enrollment.

Source: ECC Office of Institutional Research

Three-Year Trend – Degrees Awarded

Program Title	Curriculum Code	FY07	FY08	FY09
BVS Hospitality	RESMT0048	1	12	19

Source: ECC Institutional Research Office

COST

8. Is the program cost effective? Because the Hospitality program is included in the Culinary Arts program it is difficult to determine the exact costs, however since most of the classes are lecture, the unit cost is assumed to be effective.

Employment change. Employment of meeting and convention planners is expected to grow 16 percent over the 2008-18 decade, which is faster than the average for all occupations. As businesses and organizations become increasingly international, meetings and conventions become even more important. In organizations that span the country or the globe, the periodic meeting is increasingly the only time the organization can bring all of its members together. Despite the proliferation of alternative forms of communication, such as e-mail, videoconferencing, and the Internet, face-to-face interaction is still irreplaceable. In fact, these new forms of communication, which foster interaction and connect individuals and groups that previously would not have collaborated, actually increase the demand for meetings by these new groups and individuals. Industries that are experiencing high growth tend to experience corresponding growth in meetings and conferences.

Job prospects. In addition to openings from employment growth, there will be some job openings that arise due to the need to replace workers who leave this occupation. Opportunities will be best for individuals with a bachelor's degree and some meeting planning experience.

The skills that meeting planners develop are useful in many areas within the industry. They often do not need industry-specific knowledge, which allows them to change industries relatively easily. There will also be opportunities for freelance meeting planners to contract with organizations that do not maintain meeting planners on staff.

Demand for corporate meeting planners is susceptible to business cycle fluctuations, because meetings are usually among the first expenses cut when budgets are tight. For associations, fluctuations are less pronounced because meetings are generally a source of revenue rather than an expense. However, since fewer people are able to attend association meetings during recessions,

associations often reduce their meeting staff as well. Associations for industries such as healthcare, in which meeting attendance is required for professionals to maintain their licensure, are the least likely to experience cutbacks during downturns in the economy.

9. What steps can be taken to offer the program more cost-effectively? None
 10. Are there needs for additional resources? Please specify. No.

Three-Year Program Unit Cost

Elgin Community College 3-Year Unit Cost						
	FY07		FY08		FY09	
CIP Code	Credit Hours	Unit Cost	Credit Hours	Unit Cost	Credit Hours	Unit Cost
520901(120504)	1044	\$384.06	1077	\$292.99	1128	\$402.38
Hospitality courses are shared with Culinary Arts degree and certificates and data reported cannot be provided separately for hospitality enrollment.						

Sources: ECC Institutional Research Office, ECC Business Office

QUALITY

Improvements & Rationale for Action

11. Please provide a brief description of the improvements made since the last review or reasons for other program decisions. The department expanded lecture class offerings as hybrid sections to provide an electronic option for students.
12. Provide a proposed action plan for future improvements. Due to growth in enrollments, more courses will need to be offered. This will require more classroom space, and more adjunct instructors.
13. Provide an estimated timeline for these improvements. Two years.

Principle Assessment Methods Used in Quality Assurance for this Program

- Standardized assessments
 Certification and licensure examination results
 Writing samples
 Portfolio evaluation
 Course embedded questions
 Student surveys
 Analysis of enrollment, demographic and cost data
 Other, please specify: _____

14. Based on the results of assessment and other information about courses, what steps need to be taken to update the curriculum or improve instruction?

One update to the program that would improve the curriculum would be to offer a wine class or a wine and food pairing class. It would be offered to age 21 or older only, and would give the student a wealth of information on wine, grapes, regions, vineyards, and food pairing complements.

Statewide Program Issues (if applicable)

Please provide a brief description of emerging state-level problems and/or program issues that will eventually affect programs offered by the colleges and cannot be addressed at the local level. Such problems/issues might include licensure changes, trends in occupational demand, and developments in disciplines or modifications to university transfer policies.

There are possible liquor license changes pending.

CTE PROGRAM REVIEW REPORT

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2010

Include all college programs on ICCB's program review schedule for the year.
(Provide one CIP code per summary report.)

Program Identification Information

6-Digit CIP	520904
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Degree Type 03,20	03 – AAS 20 – Certs 30ch > 30 – Certs <30ch
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Program Title	HOSPITALITY – HOTEL Program – all HTM classes
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Action:

Continued with minor improvements

Significantly modified

Discontinued/Eliminated **HOTEL PROGRAM – all HTM classes**

Placed on inactive status

Scheduled for further review

Other, please specify: _____

OBJECTIVES

- 1. What are the objectives of the program?** To provide students with a theoretical and practical understanding of the Hospitality and Hotel Industry. This includes courses in hotel front office procedures, housekeeping, computer systems, management as well as meeting and convention.

Additionally, the program outcomes submitted to the Assessment Committee are stated as:

1. Identify most front office components of a hotel property management system
2. Perform basic functions by generic applications software, such as word processing, electronic spreadsheet analysis, and database packages
3. Outline the process of selecting and implementing a computer system at a hospitality operation
4. Identify and apply rules regarding the rights and liabilities of innkeepers under the common law system, as well as the ways in which contract law and negligence law affect the hotelkeeper
5. Explain the role of the housekeeping department in hotel operations, and explain the importance of effective communication between housekeeping, the front office, and the engineering and maintenance division
6. Classify hotels in accordance to the major target markets and in terms of the level of service they provide
7. Explain the operational and management requirements for a hotel

To what extent are they being met? The objects are not being met as the program has low enrollment and the courses have been offered as independent study courses for the few students who

have declared Hotel Management as their major. The college has not been able to set up the necessary partnerships to offer students real experience in this field.

2. **How satisfied are students with their preparation for employment?** Because of the lack of enrollments and internships, there is no data available on student satisfaction.
3. **How satisfied are employers in the preparation of graduates?** Because of the lack of enrollments and internships, there is no data available on employer satisfaction.
4. **How does this program contribute to programs in the other fields?** Courses offered for this program are also listed in the hospitality program, but will be removed from this curriculum.

NEED

5. **Based on trends in enrollments, completions, job placement, and labor market demand, how strong is the occupational demand for this program?** According to the IDES table below, employment change is very low.
6. **How has the demand changed in the past five years, and what is the outlook for the next five years? Please explain any adverse trends.** As shown in the table below, the outlook for hotel management type positions is minimal.

District Need		Projected		Employment Change		Average Annual Job Openings			Annual
Standard Occupational Classification (SOC)		Base Year	Year	2006-2016		due to			Compound
Code	Title	2006	2016	#	%	Growth	Replacements	Total	Growth
39-6000	Transportation/Tourism/Lodging Attendants	164	165	1	0.50	0	2	2	0.06
39-6012	Concierges	23	25	2	10.76	0	0	0	0.84
43-4081	Hotel, Motel & Resort Desk Clerks	144	167	23	16.12	2	6	8	1.49

7. What is the district vs. state need?

State Need		Projected		Employment Change		Average Annual Job Openings			Annual
Standard Occupational Classification (SOC)		Base Year	Year	2006-2016		due to			Compound
Code	Title	2006	2016	Number	Percent	Growth	Replacements	Total	Growth
39-6000	Transportation/Tourism/Lodging Attendants	16,150	17,756	1,606	9.94	161	299	460	0.95
39-6012	Concierges	901	987	86	9.54	9	12	21	0.92
43-4081	Hotel, Motel & Resort Desk Clerks	6,010	6,944	934	15.54	93	244	337	1.46

Employment change. The recent trend is toward smaller limited-service hotels, which are more efficient to operate and require less staff, which means fewer desk clerks for each hotel.

Job prospects. During recessions, vacation and business travel declines, and hotels and motels need fewer desk clerks.

Three-Year Enrollment Trend

	FY07	FY08	FY09
Seats	32	20	20
Credit Hours	113	73	76

Three-Year Trend – Course Completion Rates*

Fiscal Year	Credit Earned (A-D, S)	No Credit Earned (F,U,I)	Withdrawal (W,AW)
	Number (Percent)	Number (Percent)	Number (Percent)
FY07	26 (68%)	4 (11%)	8 (21%)
FY08	10 (53%)	2 (11%)	7 (37%)
FY09	13 (59%)	7 (32%)	2 (9%)

*Note that counts are tallied for course completion rates as of end-of-term, while counts for seats and credit hours are tallied as of 10th day and do not include drops, so that sum of enrollment counts may not match enrollment totals for course completers.

Source: ECC Office of Institutional Research

Three-Year Trend – Degrees Awarded

Program Title	Curriculum Code	FY07	FY08	FY09
AAS Hotel Management	HOTEL0995	1	4	2
VS Hotel Management Operations	HOTEL0997	0	1	0
VS Hotel Management & Marketing	HOTEL0996	0	0	0

Source: ECC Institutional Research Office

Additionally, in FY10 only one student was awarded the two vocational certificates; no one completed the AAS degree this year.

COST

8. **Is the program cost effective? How was this determined?** Because the Hospitality program is included in the Culinary Arts program it is difficult to determine the exact costs, however since most of the classes were independent study, the unit cost is assumed to be very high.
9. **What steps can be taken to offer the program more cost-effectively?** Not applicable
10. **Are there needs for additional resources? Please specify.** Not applicable

Three-Year Program Unit Cost

Elgin Community College 3-Year Unit Cost						
	FY07		FY08		FY09	
CIP Code	Credit Hours	Unit Cost	Credit Hours	Unit Cost	Credit Hours	Unit Cost
520901/520904	1490	\$333.83	1462	\$345.81	1519	\$362.08

Sources: ECC Institutional Research Office, ECC Business Office

QUALITY

Improvements & Rationale for Action

- 11. Please provide a brief description of the improvements made since the last review or reasons for other program decisions.** Not applicable
- 12. Provide a proposed action plan for future improvements.** Not applicable
- 13. Provide an estimated timeline for these improvements.**
Program will be withdrawn effective summer 2011.

Principle Assessment Methods Used in Quality Assurance for this Program

- Standardized assessments
 - Certification and licensure examination results
 - Writing samples
 - Portfolio evaluation
 - Course embedded questions
 - Student surveys
 - Analysis of enrollment, demographic and cost data
- Other, please specify: _____

Student learning in the program is cumulatively assessed by the results from written industry exams provided by the American Hotel/Motel Association and the American Hotel & Lodging Educational Institute. The assessment report, last filed in 2008, summarizes student pass rates on four competency subjects: Convention Management and Service, Managing Technology in the Hospitality Industry, Managing Front Office Operations, and Housekeeping Management. Ten students sat for one or more of these exams in spring 2007. Two of four students passed the first competency test; six students passed the second; one student passed the third; and one of two students passed the fourth. Results were not provided at a more finite level to understand any particular area of weakness for students.

A career portfolio is also a requirement in the capstone course, HTM 211: Hotel Internship, Management, though analysis of those portfolios was not provided by the adjunct faculty overseeing them.

- 14. Based on the results of assessment and other information about courses, what steps need to be taken to update the curriculum or improve instruction?**

The hotel program does not have any students enrolled and does not foresee future growth.

Statewide Program Issues (if applicable)

Please provide a brief description of emerging state-level problems and/or program issues that will eventually affect programs offered by the colleges and cannot be addressed at the local level. Such problems/issues might include licensure changes, trends in occupational demand, developments in disciplines or modifications to university transfer policies.

Not applicable

CTE PROGRAM REVIEW REPORT

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2010

Include all college programs on ICCB's program review schedule for the year.

(Provide one CIP code per summary report.)

Program Identification Information

6-Digit CIP	521803
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Degree Type	03 – AAS
03,30	20 – Certs 30ch >
	30 – Certs <30ch

Program Title	RETAIL WHOLESAL
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Action:

Continued with minor improvements

Significantly modified

Discontinued/Eliminated

Placed on inactive status

Scheduled for further review

Other, please specify: _____

OBJECTIVES

1. What are the objectives of the program?

The objective of the program is to prepare students to assume such positions as section manager, central manager, retail sales manager or assistant buyer.

To what extent are they being met?

According to the Career and Technical Survey reported to ICCB, students indicated they were "very satisfied".

2. How satisfied are students with their preparation for employment? How do you know?

According to the Career and Technical Survey reported to ICCB, students indicated that they were "somewhat satisfied" with their job preparation.

3. How satisfied are employers in the preparation of graduates?

Data was not available.

4. How does this program contribute to programs in the other fields?

All of the Retail Management courses are also included in the Marketing program and are an essential area for all marketing programs.

NEED

5. Based on trends in enrollments, completions, job placement, and labor market demand, how strong is the occupational demand for this program?

The outlook for the next five years for retail sales is good. Projections are for an 8% improvement in the numbers needed. The trend is also positive for supervisors, with an expectation of a 5% increase, according to the Bureau of Labor Statistics. The income is projected to be quite good. Although the lowest 10% make less than \$22,000, the highest 10% earned more than \$61,000 in 2008.

Standard Occupational Classification (SOC)		Base Year Employment 2006	Projected Year Employment 2016	Employment Change 2006-2016		Average Annual Job Openings due to			Annual Compound Growth
Code	Title			Number	Percent	Growth	Replacements	Total	
41-2031	Retail Salespersons	7575	8,373	798	10.54	80	233	313	1.01

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

The Bureau of Labor Statistics indicates that employment of sales worker supervisors is expected to grow by 5% between 2008 and 2018. Candidates who have a college degree, and those with experience, will have the best opportunities.

Please explain any adverse trends.

The rate of growth will increase more slowly than the average for all occupations.

7. What is the district vs. state need?

Projections are for an increase of 20,214 retail workers in Illinois by 2016. This accounts for an 11.08% increase over 182,448 in 2006.

Three-Year Enrollment Trend

	FY07	FY08	FY09
Seats	28	24	21
Credit Hours	85	74	64

Three-Year Trend – Course Completion Rates*

Fiscal Year	Credit Earned (A-D, S)	No Credit Earned (F,U,I)	Withdrawal (W,AW)
	Number (Percent)	Number (Percent)	Number (Percent)
FY07	17 (50%)	7 (21%)	10 (29%)
FY08	16 (59%)	8 (30%)	3 (11%)
FY09	11 (44%)	9 (36%)	5 (20%)

*Note that counts are tallied for course completion rates as of end-of-term, while counts for seats and credit hours are tallied as of 10th day and do not include drops, so that sum of enrollment counts may not match enrollment totals for course completers.

Source: ECC Office of Institutional Research

Three-Year Trend – Degrees Awarded

Program Title	Curriculum Code	FY07	FY08	FY09
AAS Retail Management	RMDMG0729	0	2	1
BVS Retail Management	RMDMG0879	0	1	1

Source: ECC Institutional Research Office

COST

8. Is the program cost effective? Yes. How was this determined?

The average unit cost for CIP code 521803 in 2007 for the state of Illinois for 812 students was \$253.48 and at Elgin Community College it was \$254.05. Although there was a significant rise in 2008 of \$393.96, the cost has leveled off to \$278.99. These comparisons are with the entire state and include community college districts where salaries and other related costs of instruction are considerably less.

9. What steps can be taken to offer the program more cost-effectively?

The program could benefit from a promotional effort to increase the number of students enrolled. As the number of students increases and costs remain relatively constant, the unit cost would decrease.

10. Are there needs for additional resources? No

Three-Year Program Unit Cost

Elgin Community College 3-Year Unit Cost						
	FY07		FY08		FY09	
CIP Code	Credit Hours	Unit Cost	Credit Hours	Unit Cost	Credit Hours	Unit Cost
521803	85	\$254.05	74	\$393.96	64	\$278.99

Sources: ECC Institutional Research Office, ECC Business Office

QUALITY

Improvements & Rationale for Action

11. Please provide a brief description of the improvements made since the last review or reasons for other program decisions.

Since the last review, the courses in the program have been offered online. This format provides a more convenient delivery system for potential retail students.

12. Provide a proposed action plan for future improvements.

The primary improvement would be to increase the number and variety of students in the program, and thereby enhance the discussions and nature of interaction online.

13. Provide an estimated timeline for these improvements.

This would be a two-year project of promotion of the program to retailers in the district, to encourage employees to prepare for management positions.

Principle Assessment Methods Used in Quality Assurance for this Program

- Standardized assessments
 - Certification and licensure examination results
 - Writing samples
 - Portfolio evaluation
 - Course embedded questions
 - Student surveys
 - Analysis of enrollment, demographic and cost data
- Other, please specify: _____

14. Based on the results of assessment and other information about courses, what steps need to be taken to update the curriculum or improve instruction?

More emphasis should be given to arranging relevant and meaningful internships for students entering the program.

Statewide Program Issues (if applicable)

Please provide a brief description of emerging state-level problems and/or program issues that will eventually affect programs offered by the colleges and cannot be addressed at the local level. Such problems/issues might include licensure changes, trends in occupational demand, developments in disciplines or modifications to university transfer policies.

Not applicable

Academic Disciplines

ACADEMIC DISCIPLINE REVIEW REPORT

SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC DISCIPLINES REVIEWED IN ACADEMIC YEAR 2010

Written and Oral Communications, Mathematics, Physical and Life Sciences, Humanities and Fine Arts, Social and Behavioral Sciences

Discipline Area	Humanities and Fine Arts - Art
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OBJECTIVES

1. What are the objectives of the courses and sequences of courses in the discipline?

The Art program serves students seeking to meet major requirements, to earn fine art general education credits or elective credits, as well as life-long learners seeking personal enrichment. The Art program offers art appreciation/history courses, art foundations courses (drawing, life drawing, 2D design, 3D design) for the art major, as well as a robust array of elective studio courses (photography, printmaking, painting, ceramics, jewelry, glass fusing, glass blowing, sculpture (with foundry)). Course objectives support Art program learning outcomes:

Theory & Content of Art - Student will demonstrate familiarity with major concepts, movements, theoretical perspectives, and historical trends.

Creation of Art – Student will create well-crafted art objects or writing samples that reflect sensitivity to aesthetics and technique, as well as historical and contemporary models of art.

Critical Thinking Skills in Art – Student will articulate visual observations, compare and contrast multiple artifacts, discuss relevant interpretations with appropriate supportive vocabulary, and synthesize connections between different ideas and approaches to art.

Presentation Skills in Art – Student will appropriately present artifacts both orally and visually.

To what extent are the objectives being met?

In 2007, full-time faculty created the visual culture rubric listed above in preparation for program assessment. Faculty assessed these outcomes for photography, art appreciation, ceramics and printmaking courses. The total cumulative score for all areas and courses was 2.58 of 3.0. The department is currently assessing at least one course per area each year to determine if the program and course objectives are being met.

2. Are all courses in the discipline articulated to satisfy general education or major field requirements? Explain exceptions.

All art history/appreciation courses meet these requirements, but studio courses present challenges. To transfer studio class credits to satisfy major requirements, at many institutions the students must submit a portfolio of their work and meet the outcomes criteria of that institution. In order to address these issues the college belongs to The Illinois Higher Education Art Association (IHEAA). This is an organization of two- and four-year art school professors who meet twice a year to address articulation issues. The department is currently gathering benchmark examples from Foundations classes which will be posted on a website to serve as a guide for all schools.

NEED

3. It is expected that there is a continuing need for courses in each of the academic disciplines. Based on trends in enrollments and retention, is the array of courses offered appropriate to meet the needs of students and support academic programs? Please provide examples.

The Art program at ECC offers the art major opportunities that most four-year institutions cannot

match. Magnificent studio facilities, expert faculty, and a myriad of course offerings allow students to explore a wide range of options to enhance their personal artistic development. Students successfully transfer to senior institutions.

Three-Year Enrollment Trend

	FY07	FY08	FY09
Seats	1839	1715	1852
Credit Hours	5447	5093	5516

Source: ECC Office of Institutional Research

Three-Year Trend – Course Completion Rates*

Fiscal Year	Credit Earned (A-D, S)	No Credit Earned (F,U,I)	Withdrawal (W,AW)
	Number (Percent)	Number (Percent)	Number (Percent)
FY07	1610 (80%)	184 (9%)	227 (11%)
FY08	1541 (82%)	156 (8%)	178 (9%)
FY09	1660 (82%)	147 (7%)	229 (11%)

*Note that counts are tallied for course completion rates as of end-of-term, while counts for seats and credit hours are tallied as of 10th day and do not include drops, so that sum of enrollment counts may not match enrollment totals for course completers.

Source: ECC Office of Institutional Research

COST

4. Is the program cost effective? How was this determined?

The table below indicates that at least for FY08 the costs are higher than the state average. This is not surprising given the costs associated with operating excellent facilities and a comprehensive program. Running glass fusing, jewelry, glassblowing, ceramics, wet and digital lab photography, printmaking and painting studios requires staff and other resources.

5. What steps can be taken to offer the courses more cost-effectively?

While most art courses run at capacity, upper level Foundations courses may run with lower enrollment; these courses are required for the Associate in Fine Arts. The program has identified a two-year offering schedule that will more readily allow students to plan ahead, and allow the department to run courses less frequently and maximize enrollment.

6. Are there needs for additional resources? Please specify.

The Art program growth is limited by space constraints. As the college completes construction on a new library and associated facilities, space may become available in an adjacent building. The department is also exploring building expansion with the director of operations and maintenance, and closer schedule coordination with the graphic design program, which has suitable 2D labs. Additionally, costs of equipment repair and replacement may become cost-prohibitive in the 3D labs. While faculty have built kilns and other equipment since the arts center opened seventeen years ago (as is customary in many art programs), liability concerns have dictated that this time-honored practice be discontinued.

In addition, nearly 60% of credit hours generated are taught by part-time faculty. The program needs another full-time faculty member to teach in the art history area.

Three-Year Program Unit Cost

	FY07	FY08	FY09
ECC	\$341.15	\$340.60	\$354.71
State Average	Not available	\$242.92	Not available

Source: ICCB and ECC Office of Institutional Research

QUALITY

Based on the program review, the College will:

- continue the discipline with minor improvements
- continue the discipline with major modifications
- discontinue the discipline as of (date).
- other (explain)

Improvements & Rationale for Action

7. Please provide a brief description of the improvements made since the last review or reasons for other program decisions.

Two full-time faculty members were replaced since the last review. The new faculty members have provided leadership in their areas of 1) printmaking, drawing and painting, and 2) photography, bringing innovations in practice and speakers to the art department. In addition, the department has become an active member in two organizations, Foundations in Art, Theory and Education (FATE) and Illinois Higher Education Art Association (IHEAA). These organizations are dedicated to excellence in art education and to facilitating articulation and transfer. The Art program faculty hosted a regional FATE conference to specifically address issues of assessment and critique. Faculty also conducted program learning outcomes assessment and are currently in the process of assessing each course on a three-year rotation.

8. Provide a proposed action plan for future improvements.

All art faculty continue to work towards the benchmarks which are being established by IHEAA. Some faculty will also participate in the biennial FATE conference. ECC will host another regional FATE conference in 2012 to address issues related to 3D work as well as 2D work. Faculty will continue to discuss and address, as a department, issues raised at the regional FATE conference.

9. Provide an estimated timeline for these improvements.

Department faculty will continue to meet each semester; attend the annual meeting at IHEAA, host the regional FATE conference in 2012 in conjunction with four-year institutions and other community colleges, and attend the biennial national FATE conference. Administration and faculty will continue to explore ways to mitigate space constraints, with anticipated recommendation by June 2011.

Principle Assessment Methods Used in Quality Assurance for this Discipline

- Standardized assessments
- Certification and licensure examination results
- Writing samples
- Portfolio evaluation
- Course embedded questions
- Student surveys
- Analysis of enrollment, demographic and cost data
- Other, please specify: _____

10. Based on the results of assessment and other information about courses, what steps need to be taken to update the curriculum or improve instruction?

The program is meeting objectives. Curriculum will be revised as needed to support outcomes/benchmarks identified by IHEAA and FATE.

Statewide Program Issues (if applicable)

Please provide a brief description of emerging state-level problems and/or program issues that will eventually affect programs offered by the colleges and cannot be addressed at the local level. Such problems/issues might include licensure changes, trends in occupational demand, and developments in disciplines or modifications to university transfer policies.

Not applicable

ACADEMIC DISCIPLINE REVIEW REPORT

SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC DISCIPLINES REVIEWED IN ACADEMIC YEAR 2010

Written and Oral Communications, Mathematics, Physical and Life Sciences, Humanities and Fine Arts, Social and Behavioral Sciences

Discipline Area	Humanities and Fine Arts – Foreign Language
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OBJECTIVES

1. What are the objectives of the courses and sequences of courses in the discipline? To what extent are the objectives being met?

The Foreign Language program supports the American Council of the Teaching of Foreign Languages standards. German, French and Spanish courses are currently offered in this program. (Chinese, Arabic, Italian and Japanese are offered under the International Studies (INS) designation.) Students completing a course of study in the Foreign Language program should be able to:

- demonstrate intermediate-mid proficiency in listening, speaking, reading and writing in the target language and
- demonstrate cross-cultural and meta-linguistic awareness.

Program level student learning outcomes

- **Listening:** Demonstrate comprehension of sentence-length utterances on a variety of topics
- **Speaking:** Perform successfully a variety of uncomplicated, basic and communicative tasks, and participate in informal conversations
- **Reading:** Demonstrate comprehension of text dealing with a variety of content, including short straightforward descriptions
- **Writing:** Write short, simple paragraphs in order to satisfy practical writing needs
- **Meta-linguistic awareness:** Develop an understanding of differences in grammar and syntax that distinguish the first and second language; Identify examples of contrasting linguistic meaning between cultures
- **Cross-cultural awareness:** Develop sensitivity to world cultures and citizens, and at the same time become aware of his/her own culture within the perspective of world cultures

Spanish program outcomes were assessed in May of 2008. The department concluded that upper level student listening comprehension, reading skills, and grammar skills were good, but that there was room for improvement. Students demonstrated significant awareness of Latino cultures, and a high level of cross-cultural awareness. This assessment was completed just as the department was reviewing its textbook system, and informed its decision to move to a new, more interactive system with robust online language lab support. The department is assessing its highest enrolled course FLS 101, Beginning Spanish, at this writing.

2. Are all courses in the discipline articulated to satisfy general education or major field requirements? Explain exceptions.

All the language courses are articulated to satisfy major field requirements; nevertheless, only the second intermediate level (FLF, FLG and FLS 104) is articulated to satisfy general education requirements.

NEED

3. It is expected that there is a continuing need for courses in each of the academic disciplines. Based on trends in enrollments and retention, is the array of courses offered appropriate to meet the needs of students and support academic programs? Please provide examples.

The array of courses offered in Spanish, French and German is appropriate, especially because it provides for the needs of elementary, intermediate and advanced students. ECC is a Hispanic Serving Institution, and should offer upper level and special interest courses that support the community (e.g. offering Spanish for Teachers, Spanish for Native Speakers, and Spanish for Medical Personnel).

Student surveys have revealed that there is great interest in Asian languages, and there is also much interest from district high schools in offering Chinese, Japanese and Hindi for dual credit. The college currently offers Chinese and Japanese via the International Studies program. These 2-credit hour courses will be withdrawn after the ICCB approves the 4-credit hour courses submitted in fall 2009. A Hindi sequence is expected to be initiated in FY12.

Enrollment has increased slightly in Spanish and German, with French increasing by 15% from FY07 to FY09. Within-course retention data indicate that the retention has improved significantly in French and Spanish during the FY07-FY09 period. The German retention rate has gone down slightly, but averages 83% for this period.

Three-Year Enrollment Trend

	FY07	FY08	FY09
Seats -FLF	52	41	61
Credit Hours-FLF	208	164	244
Seats-FLG	49	40	51
Credit Hours-FLG	196	160	204
Seats-FLS	736	685	717
Credit Hours-FLS	2886	2687	2846
Total Seats	837	766	829
Total Credit Hours	3290	3011	3294

Source: ECC Office of Institutional Research

Three-Year Trend – Course Completion Rates*

Fiscal Year	Course	Credit Earned (A-D, S)	No Credit Earned (F,U,I)	Withdrawal (W,AW)
		Number (Percent)	Number (Percent)	Number (Percent)
FY07	FLF-French	33 (54%)	16 (26%)	12 (20%)
FY08		37 (74%)	3 (6%)	10 (20%)
FY09		58 (87%)	1 (1%)	8 (12%)
FY07	FLG-German	45 (85%)	2 (4%)	6 (11%)
FY08		37 (84%)	1 (2%)	6 (14%)
FY09		43 (80%)	1 (2%)	10 (19%)
FY07	FLS-Spanish	549 (59%)	122 (13%)	261 (28%)
FY08		530 (64%)	93 (11%)	207 (25%)
FY09		590 (67%)	93 (11%)	195 (22%)
	*Note that counts are tallied for course completion rates as of end-of-term, while counts for seats and credit hours are tallied as of 10 th day and do not include drops, so that sum of enrollment counts may not match enrollment totals for course completers.			

Source: ECC Office of Institutional Research

COST

4. Is the program cost effective? How was this determined?

The tables below indicate that these programs are slightly more expensive than the stage average, but that costs have gone down slightly during this period.

5. What steps can be taken to offer the courses more cost-effectively?

Costs can be contained by vigilant section management, but this must be balanced with the need to serve students. Upper level language courses do need to run, albeit sometimes with low enrollment.

6. Are there needs for additional resources? Please specify.

Not at this time.

Three-Year Program Unit Cost

	FY07	FY08	FY09
ECC	\$283.59	\$281.23	\$281.45
State Average	\$211.49	\$212.56	Not available

Source: ICCB and ECC Office of Institutional Research

QUALITY

Based on the program review, the College will:

- continue the discipline with minor improvements
- continue the discipline with major modifications
- discontinue the discipline as of (date).
- other (explain)

Improvements & Rationale for Action

7. Please provide a brief description of the improvements made since the last review or reasons for other program decisions.

Since the last program review, the program has:

1. Eliminated telecourse offerings (Spanish)
2. Created online courses (Spanish)
3. Created hybrid courses (Spanish)
4. Enhanced daytime elementary and intermediate courses with course management system (Spanish)
5. Submitted two courses each in Chinese and Japanese to the ICCB for approval (previously taught as 2-credit hour courses under the INS designation)
6. Initiated development of a Spanish immersion program with University of Puerto Rico
7. Initiated development of a Chinese immersion program with Chongqing Technical & Business University in China

8. Provide a proposed action plan for future improvements.

The Foreign Language program plans to offer hybrid evening elementary and intermediate classes, and to offer the special topic classes, such as Spanish for Teachers, in the online or hybrid mode.

Faculty will continue to engage in Learning Outcomes Assessment to identify areas/strategies for improvement.

Development of an Asian Language and Area Studies degree focus is a college priority, therefore curriculum development will continue for Japanese and Chinese languages. ECC also anticipates adding Hindi to the languages taught. There is great student interest in these languages, as well as interest from high schools in the district.

9. Provide an estimated timeline for these improvements.

New Japanese and Chinese language courses will be submitted in FY11 and Hindi in FY12. Course enhancement of evening classes and development of new modalities for specialized courses is expected to be completed in FY12.

Principle Assessment Methods Used in Quality Assurance for this Discipline

- Standardized assessments
- Certification and licensure examination results
- Writing samples
- Portfolio evaluation
- Course embedded questions
- Student surveys
- Analysis of enrollment, demographic and cost data
- Other, please specify: _____

10. Based on the results of assessment and other information about courses, what steps need to be taken to update the curriculum or improve instruction?

The program has identified a need to provide more opportunities to use the acquired language skills outside the classroom. Additional immersion programs are being developed as noted above.

Statewide Program Issues (if applicable)

Please provide a brief description of emerging state-level problems and/or program issues that will eventually affect programs offered by the colleges and cannot be addressed at the local level. Such problems/issues might include licensure changes, trends in occupational demand, and developments in disciplines or modifications to university transfer policies.

Not applicable

ACADEMIC DISCIPLINE REVIEW REPORT

SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC DISCIPLINES REVIEWED IN ACADEMIC YEAR 2010

Written and Oral Communications, Mathematics, Physical and Life Sciences, Humanities and Fine Arts, Social and Behavioral Sciences

Discipline Area	Humanities and Fine Arts - History
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OBJECTIVES

1. What are the objectives of the courses and sequences of courses in the discipline? To what extent are the objectives being met?

The objective of all the courses offered in the ECC History Department is to educate students as to the historically important events, persons and concepts in the geographic areas, time periods and/or topics set out for the course. Further, students in ECC history courses will become aware of how the discipline of history works (i.e. the historical method). Of course, these basic objectives have been at the core of the teaching of history for a long time. The ECC History Department has six (6) two course sequences (i.e. HIS 101 and 102 (Western Civilization); HIS 115 and 116 (World Civilizations); HIS 120 and 121 (Non-Western World); HIS 130 and 131 (Latin America); HIS 140 and 141 (Asia and Pacific); and HIS 151 and 152 (United States). Traditionally, the sequences of HIS 101 and 102 (Western Civilization) and HIS 151 and 152 (United States) comprise the bulk of the sections offered at ECC.

History program learning outcomes include:

1. Distinguish between primary and secondary sources as the foundation of modern historical scholarship
2. Interpret primary sources critically by analyzing their historical contexts
3. Formulate historical interpretations and defend them critically with reference to primary and secondary sources
4. Incorporate into historical interpretations an understanding of historical causation

The department objectives are being met. In addition to the traditional grading regime that is a part of all courses at ECC, the department has participated in ECC's over-arching assessment program over the past five years. While the department has experimented with several different assessment tools, it has recently decided to use standardized departmental tests that will be administered prior to the delivery of course content, and again at the end of the semester, to provide a measure of progress. The tools that have been used up to now have shown that the objectives are generally being met and the department is now assessing with more specificity.

2. Are all courses in the discipline articulated to satisfy general education or major field requirements? Explain exceptions.

The History Department at ECC offers fifteen (15) courses that qualify as "general education" courses under IAI. Nearly all of the courses offered by the department satisfy IAI general education requirements and therefore also fulfill ECC's transfer degree general education requirements.

The exceptions are HIS 100 (Topics in History), HIS 201 (Modern European History), HIS 219 (Honors Seminar in History) and HIS 297 (Independent Study in History). While IAI designation has undeniably attached students to the core department course offerings, the lack of IAI designation for topics courses and 200 level courses adversely effects the enrollment in such courses, and thus limits

the flexibility of the department in offering new and/or timely courses that could engage or challenge the broader ECC community.

NEED

3. **It is expected that there is a continuing need for courses in each of the academic disciplines. Based on trends in enrollments and retention, is the array of courses offered appropriate to meet the needs of students and support academic programs? Please provide examples.**

The array of courses meets the needs of the students, and also supports the overall mission of ECC. ECC history courses literally cover the world, an important characteristic considering the diverse student population, and the college’s commitment to teaching a global perspective. The Topics class (HIS 100), is offered in response to a perceived student/community interest. This course is not designated as meeting IAI general education requirements, however, rendering it challenging to draw students into the course.

The ECC History Department provides courses to meet the needs of the students and the broader community via the HIS “Topics” course; topics courses offered in the spring of 2010 included “Film and Global History” and “Modern Italian History.”

It should be noted that as of spring 2010 the department has almost recovered from a temporary decline in enrollment that resulted when the college implemented a new “Mandatory Minimum Competencies” policy in 2005. This policy was initiated to ensure that students are ready for college level coursework (requiring students, if needed, to take developmental coursework first). While credit hours in the department increased 22% from 2007 to 2009, they had fallen 34% from 2005 to 2007. History has traditionally been a popular discipline at ECC, and continued growth in seats and credit hours is expected.

Three-Year Enrollment Trend

	FY07	FY08	FY09
Seats	1175	1243	1436
Credit Hours	3525	3729	4308

Source: ECC Office of Institutional Research

Three-Year Trend – Course Completion Rates*

Fiscal Year	Credit Earned (A-D, S)	No Credit Earned (F,U,I)	Withdrawal (W,AW)
	Number (Percent)	Number (Percent)	Number (Percent)
FY07	989 (77%)	134 (10%)	159 (12%)
FY08	1013 (76%)	195 (15%)	133 (10%)
FY09	1240 (79%)	174 (11%)	152 (10)

*Note that counts are tallied for course completion rates as of end-of-term, while counts for seats and credit hours are tallied as of 10th day and do not include drops, so that sum of enrollment counts may not match enrollment totals for course completers.

Source: ECC Office of Institutional Research

COST

4. Is the program cost effective? How was this determined?

ECC unit costs are significantly higher than the state average due to the high percentage of credit hours taught by full-time faculty in this discipline. Approximately 80% of the credit hours generated in history courses in FY09 (including overloads) were taught by full-time faculty whose great experience, excellent qualifications and credentials place them at the high end of the college's salary schedule.

5. What steps can be taken to offer the courses more cost-effectively?

Costs can be contained by vigilant section management, but this must be balanced with the need to serve students. Upper level courses do need to run, albeit sometimes with lower enrollment.

6. Are there needs for additional resources? Please specify.

Not at this time.

Three-Year Program Unit Cost

	FY07	FY08	FY09
ECC	\$279.05	\$273.25	\$287.78
State Average	\$188.45	\$186.79	Not available

Source: ICCB and ECC Office of Institutional Research

QUALITY

Based on the program review, the College will:

- continue the discipline with minor improvements
 continue the discipline with major modifications
 discontinue the discipline as of (date).
 other (explain)

Improvements & Rationale for Action

7. Please provide a brief description of the improvements made since the last review or reasons for other program decisions.

In the 2005 program review, the department identified the lack of permanently installed classroom technology (i.e. floating computers/projectors) as a detriment to instruction. Since 2005, all the classrooms at ECC in which history courses are taught have become "smart" (i.e. equipped with computers, projectors and internet access). This, of course, offers teachers vastly enhanced flexibility in the presentation of content.

A previous dearth of office space for adjunct faculty has been addressed with the addition of large, fully-equipped shared offices. The college's Learning Resource Center has increased materials available to support this discipline, and will increase its collection further when a new library is completed in the fall of 2012.

The department developed a bulletin board several years ago which facilitates communication with students.

8. Provide a proposed action plan for future improvements.

ECC is currently undergoing a building phase, including a new library and the drastic remodeling of the floor which houses history classrooms and offices. The result will be new, even more technologically up-to-date resources, classrooms and offices in the fall of 2012.

The department will develop online and hybrid courses to maximize space and render courses more accessible.

9. Provide an estimated timeline for these improvements.

Hybrid and/or online course modalities for two of its highest enrolled courses will be developed by FY12.

Principle Assessment Methods Used in Quality Assurance for this Discipline

- Standardized assessments
- Certification and licensure examination results
- Writing samples
- Portfolio evaluation
- Course embedded questions
- Student surveys
- Analysis of enrollment, demographic and cost data
- Other, please specify: _____

10. Based on the results of assessment and other information about courses, what steps need to be taken to update the curriculum or improve instruction?

No steps are necessary to update the curriculum. As regards the improvement of instruction, the department will encourage faculty to participate in college professional development opportunities.

Statewide Program Issues (if applicable)

Please provide a brief description of emerging state-level problems and/or program issues that will eventually affect programs offered by the colleges and cannot be addressed at the local level. Such problems/issues might include licensure changes, trends in occupational demand, and developments in disciplines or modifications to university transfer policies.

Not applicable

ACADEMIC DISCIPLINE REVIEW REPORT

SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC DISCIPLINES

REVIEWED IN ACADEMIC YEAR 2010

Written and Oral Communications, Mathematics, Physical and Life Sciences, Humanities and Fine Arts, Social and Behavioral Sciences

Discipline Area	Humanities and Fine Arts - Humanities
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OBJECTIVES

1. What are the objectives of the courses and sequences of courses in the discipline? To what extent are the objectives being met?

The Humanities discipline area at ECC is oriented towards the needs of students who intend to transfer their credits earned to a four-year college/university. With this orientation in mind, in fall of 2006, discipline faculty created a set of four (4) Program Outcomes loosely based upon ECC's General Education Outcomes and detailed in regard to the specific courses offered in the program. These outcomes are:

- Demonstrate familiarity with the major concepts, cultural and theoretical perspectives in the Humanities
- Demonstrate knowledge of skeptical inquiry and critical reasoning in the Humanities
- Understand basic academic research skills in the Humanities
- Demonstrate an awareness of, and appreciation for, diverse world views

Discipline faculty seek to aid the students in meeting the outcomes above by offering a small number of "General Interdisciplinary Humanities" courses (4), a smaller number of "Religious Studies" courses (3) and a larger number of courses that offer the students a choice of methods of inquiry into human artifacts from different **perspectives** (philosophies) from the traditional ("Introduction to Philosophy" *et.al.*) to the modern ("Life and Work in the 21st Century" *et.al.*); from different **geographical sites** from Western ("Western Philosophy" *et.al.*) to global ("Introduction to Asian Philosophy" *et.al.*) and **genres** ("Mythology" *et.al.*) (18). None of these courses are **sequenced** by prerequisite; though some are suggested as "first" courses by description ("Introduction to. . .") and one course (HUM 113) by a catalog "recommendation." Program faculty view such sequencing as contrary to the interdisciplinary nature of the discipline.

Beginning in spring 2007, discipline faculty administered a twenty-question assessment instrument (developed "in-house") based on the outcomes above. As reported in the *Annual Instructional Program Student Outcome Assessment (3/18/08)*, data generated by the ECC Office of Institutional Research corroborated the individual classroom assessments of program faculty to the extent that students were achieving all four of the stated outcomes in higher than average numbers. The more comprehensive *Annual Instructional Program Student Outcome Assessment (2/04/09)* reported similar results for three of the outcomes. However, a minor problem with the instrument's assessment of Outcome #2 above was noted by discipline faculty. Hence, the assessment instrument is in the process of minor revision at this writing.

2. Are all courses in the discipline articulated to satisfy general education or major field requirements? Explain exceptions.

Fourteen (14) of the twenty-six (26) offerings in the discipline are articulated courses. These courses exhaust the available "slots" for IAI Articulation under the rubrics of "Philosophy," "Religious Studies," "Interdisciplinary Humanities," and "Interdisciplinary Humanities & Fine Arts." Of the yet-

to-be-articulated courses are three “special interest” offerings [HUM 100 (topics), HUM 219 (Honor’s seminar) and HUM 297 (independent studies)], one course (HUM 104) to be withdrawn (discussed below), and eight courses that are in different stages of consideration and action by discipline faculty. HUM 107, 117, 118, 208, and 231 are in active revision at present to seek appropriate designations for successful submissions to the articulation process. HUM 124, 217 and 231 will require more extensive revisions in order to fit into the available “slots” for IAI Articulation and hence, are prioritized as such.

NEED

3. **It is expected that there is a continuing need for courses in each of the academic disciplines. Based on trends in enrollments and retention, is the array of courses offered appropriate to meet the needs of students and support academic programs? Please provide examples.**

Discipline faculty read these data for FY07 and FY09 with guarded satisfaction. The discipline is attracting more students to the course offerings, and data concerning “No Credit Earned” and “Withdrawal” are within the limits of the classic “Bell curve.” FY08, however, was anomalous. The following example will illuminate the disparity in these data.

Approaching the end of FY07, Division administration and Discipline faculty agreed to suspend the offering of the telecourse sections of “Ethics” (HUM 216). This telecourse was very popular with ECC students – as many “in-house” programs and degrees require its successful completion for matriculation. Nonetheless, it was clear that students who registered for that telecourse simply did not complete the course. The telecourse students failed or formally withdrew from the course before an “F” grade would have been earned. These data from the telecourse sections compared with “in-class” sections of HUM 216 made this clear. Thus, the discipline’s FY08 enrollment dipped as the sections of the popular Ethics telecourse were dropped. Program faculty also note the high numbers of “No Credit Earned” and “Withdrawal” in these FY07 data when compared with FY08 and FY09. By FY09, the discipline had added three additional in-class sections of HUM 216 and a “hybrid” section mixing “online” with “in-class” instruction. FY10 will show the larger enrollment and appropriate “Credit Earned” percentages as an “in-class” section and an “online” section of HUM 216 are added.

Three-Year Enrollment Trend

	FY07	FY08	FY09
Seats	1189	1157	1243
Credit Hours	3567	3471	3729

Source: ECC Office of Institutional Research

Three-Year Trend – Course Completion Rates*

Fiscal Year	Credit Earned (A-D, S)	No Credit Earned (F,U,I)	Withdrawal (W,AW)
	Number (Percent)	Number (Percent)	Number (Percent)
FY07	851 (61%)	240 (17%)	295 (21%)
FY08	964 (73%)	161 (12%)	193 (15%)
FY09	1003 (72%)	195 (14%)	186 (13%)

*Note that counts are tallied for course completion rates as of end-of-term, while counts for seats and credit hours are tallied as of 10th day and do not include drops, so that sum of enrollment counts may not match enrollment totals for course completers.

Source: ECC Office of Institutional Research

COST

4. Is the program cost effective? How was this determined?

The program is cost-effective and in high demand, running full sections each semester. High costs for FY08 & FY09 are anomalous. Well over 60% of the credit hours generated in humanities courses in FY08-FY09 were taught by full-time faculty whose great experience, excellent qualifications and credentials place them at the high end of the college's salary schedule. In addition, in each of these years, one faculty member was on sabbatical, requiring that the division hire multiple adjunct faculty replacements to cover load and overload classes.

5. What steps can be taken to offer the courses more cost-effectively?

FY10 will reflect a decrease in unit cost as all full-time faculty members will be back teaching in the classroom. Moreover, to meet a substantial increase in demand for these courses, more adjunct faculty have been hired, which will lower unit costs.

6. Are there needs for additional resources? Please specify.

Student demand for additional sections of "Ethics" is increasing at a rapid pace. It is certain that by spring semester 2011 more than fifty percent of the credit hours earned by discipline students will be in sections taught by part-time or unit adjunct faculty. It is recommended that an additional full-time faculty position be created in order to assure quality instruction in meeting this increased student demand.

Three-Year Program Unit Cost

	FY07	FY08	FY09
ECC	\$232.46	\$264.43	\$285.68
State Average	Not available	\$186.79	Not available

Source: ICCB and ECC Office of Institutional Research

QUALITY

Based on the program review, the College will:

- continue the discipline with minor improvements
- continue the discipline with major modifications
- discontinue the discipline as of (date).
- other (explain)

Improvements & Rationale for Action

7. Please provide a brief description of the improvements made since the last review or reasons for other program decisions.

At the time of the last program review both HUM 103 and HUM 107 were low enrollment classes, and HUM 118 was not offered on a regular basis. Because of discipline faculty "tightening" outcomes and actively advertising these courses – both HUM 103 and 107 are now stalwarts of the discipline's schedule every semester and HUM 118 has been offered twice to moderate to high enrollment. In addition, both HUM 107 and 118 (mentioned above) are priority courses in the discipline's continuing articulation efforts.

At the time of the last program review, the discipline was struggling to "globalize" the flagship "Introduction to Philosophy" (HUM 110) and "Ethics" (HUM 216). Because of discipline

prioritization of this issue (and new textbooks sought from publishers), HUM 110 and 216 now examine human *perspectives* on the planet (especially with regard to the valuation of our interpersonal activity) from many other places in the world than just Europe. With the support of divisional administration, discipline faculty have taken this priority of global and multicultural perspectives to the college as a whole. With the formation of GIST (Global and International Studies Taskforce), infusion of many courses in a variety of ECC disciplines with international perspectives, will challenge students in a changing world.

Since the last program review the discipline has added a “hybrid” section (discussed above) of “Logic” (HUM116) and three “online” sections (of HUM 116, 208 and 216).

Since the last program review, discipline faculty, supported by a multitude of offices at ECC, have determined and written measurable outcomes for, and designed an instrument that was administered as a systematic Program Level Assessment. Early this semester (spring 2010), discipline faculty administered the “baseline” instrument for a systematic Course Level Assessment for HUM 216 (the most enrolled, multi-instructor course). Educational research has shown that more systematic assessment data are somewhat better predictors of need for curricular modification than the dependable but venerable “instructor specific” assessment techniques mentioned above.

As discipline faculty analyzed these aforementioned assessment data, there existed a discernable need to expand the mission of the humanities discipline at ECC beyond the transfer students, and “minister” to the District 509 Community in aggregate. Supported by the dean, the long-planned “ECC Humanities Center” made its appearance in spring 2009. To date, Humanities Center staff (all discipline faculty plus divisional administrators, faculty outside the discipline and staff) have planned and presented a continuing International Film Series and an active ECC “chapter” of the popular “Socrates Café” discussion format. The Humanities Center has also assumed the administrative responsibility for the very successful Liberal Visual and Performing Arts “Speaker’s Series” (begun during FY07). The discipline endeavors to bring global issues in the humanities to the community under the aegis of a dynamic ECC Humanities Center.

8. Provide a proposed action plan for future improvements. & 9. Provide an estimated timeline for these improvements.

- Revise Content Outcomes; develop systematic Course Level Assessment plans and instruments and administer these materials for HUM 101, 102, 103, 107, 110, 112, 113, 115, 116, 117, 118, 170, 203, 204, 205 and 208. These single or two instructor courses will be the easiest to adapt to more systematic assessment techniques as measurable outcomes are available in course syllabi (needing only a modicum of “tweaking.”) - Course by course, but estimated for completion by the conclusion of FY12
- Revise Content Outcomes; develop systematic Course Level Assessment plans and instruments and administer these materials for HUM 124, 202, 217, 224 and 231. The learning outcomes of these less frequently taught courses will require more extensive revision before assessment plans and techniques can be effected. - Course by course, but estimated for completion by the conclusion of FY14
- Withdraw “Classic Theatre-The Humanities in Drama” (HUM 104) from discipline courses. At this time in ECC’s journey, this course, or one like it more properly belongs in the college’s expanding theatre discipline. – By the conclusion of FY10

- Revise HUM 107, 117, 118, 208, and 231 in an effort to seek appropriate designations towards successful submissions to the articulation process and submit the courses above for articulation. – Course by course, but all estimated for submission by the conclusion of FY13
- Institute innovations in instructional methodologies as, or before analysis of assessment data maintain student desire and/or need. – Continuing throughout the next Program Review cycle.
- Employ the expertise and available time of discipline faculty under the rubric of GIST to “globalize” curricular offerings of other ECC disciplines. - Continuing throughout the next Program Review cycle.
- Employ the expertise and available time of discipline faculty to further the mission of the ECC Humanities Center in its effort to make global issues in the humanities accessible to all of the residents in Illinois Community College District 509. - Continuing throughout the next Program Review cycle.

Principle Assessment Methods Used in Quality Assurance for this Discipline

- Standardized assessments
- Certification and licensure examination results
- Writing samples
- Portfolio evaluation
- Course embedded questions
- Student surveys
- Analysis of enrollment, demographic and cost data
- Other, please specify: “In House” Quizzes and Essay Tests, Term Papers and Summative Projects

10. Based on the results of assessment and other information about courses, what steps need to be taken to update the curriculum or improve instruction?

The Action Plan and Timeline above (#8 & 9) details the steps that the humanities discipline intends to take in order to update curricula and improve instruction. The aforementioned updates and improvements were gleaned from the analysis of assessment data from dependable “instructor specific” assessment techniques for individual courses, and the new Program Assessment Process begun by discipline faculty during the present Program Review cycle.

Statewide Program Issues (if applicable)

Please provide a brief description of emerging state-level problems and/or program issues that will eventually affect programs offered by the colleges and cannot be addressed at the local level. Such problems/issues might include licensure changes, trends in occupational demand, and developments in disciplines or modifications to university transfer policies.

Not applicable

ACADEMIC DISCIPLINE REVIEW REPORT

SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC DISCIPLINES REVIEWED IN ACADEMIC YEAR 2010

Written and Oral Communications, Mathematics, Physical and Life Sciences, Humanities and Fine Arts, Social and Behavioral Sciences

Discipline Area	Humanities and Fine Arts – International Studies
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OBJECTIVES

1. What are the objectives of the courses and sequences of courses in the discipline? To what extent are the objectives being met?

The courses seek to impart an awareness and appreciation of global issues to students. The goals are that students will be able to (a) identify global issues and concerns, (b) understand the complexity of the current process of globalization, (c) demonstrate the ability to analyze complex international situations, and (d) develop the skills necessary to obtain information and data on a range of international subjects.

These goals are largely being met on a course by course basis but there is a lack of an integrated approach to the area. This results in the fragmentation of the student programmatic knowledge as few major in International Studies (INS) but most instead sample a course or two.

2. Are all courses in the discipline articulated to satisfy general education or major field requirements? Explain exceptions.

All courses are useful for meeting specific or elective areas for ECC degrees. However, there is a great deal of difficulty for students who wish to transfer these courses to four-year institutions. A student enrolling in an INS course taught by the History department under the INS designation may have difficulty successfully transferring the credit towards history requirements at a four-year institution.

NEED

3. It is expected that there is a continuing need for courses in each of the academic disciplines. Based on trends in enrollments and retention, is the array of courses offered appropriate to meet the needs of students and support academic programs? Please provide examples.

Three-Year Enrollment Trend

	FY07	FY08	FY09
Seats	116	125	158
Credit Hours	252	301	373

Source: ECC Office of Institutional Research

Three-Year Trend – Course Completion Rates

Fiscal Year	Credit Earned (A-D, S)	No Credit Earned (F,U,I)	Withdrawal (W,AW)
	Number (Percent)	Number (Percent)	Number (Percent)
FY07	94 (71%)	10 (8%)	28 (21%)
FY08	83 (66%)	21 (17%)	22 (17%)
FY09	111 (66%)	24 (14%)	34 (20%)

Source: ECC Office of Institutional Research

Enrollment data reflects increases in credit hours over this three-year period. There is certainly student interest and a need for these courses to be taught to our students; they will live and work in an increasingly global society. The larger question is whether this is best served by the continued existence of the INS designation. While the college is expanding its course offerings in other disciplines to support internationalization initiatives and global learning outcomes, the INS designation has been recognized as too problematic for students to justify its continuation.

COST

4. Is the program cost effective? How was this determined?

While there is no comparison data available at this writing, ECC’s program costs are similar to the costs for Humanities, History and Foreign Languages programs, the disciplines in which most of these courses reside.

5. What steps can be taken to offer the courses more cost-effectively?

As a result of this program review, these courses will be withdrawn. They will be offered instead under the History, Humanities and Foreign Language program and costs will be evaluated in those disciplines.

6. Are there needs for additional resources? Please specify.

No

Three-Year Program Unit Cost

	FY07	FY08	FY09
ECC	\$275.92	\$278.14	\$275.55
State Average	Not available		

Source: ICCB and ECC Office of Institutional Research

QUALITY

Based on the program review, the College will:

- continue the discipline with minor improvements
- continue the discipline with major modifications
- discontinue the discipline as of May 20, 2011
- other (explain)

Improvements & Rationale for Action

7. Please provide a brief description of the improvements made since the last review or reasons for other program decisions.

None

8. Provide a proposed action plan for future improvements.

Elimination of the INS program

9. Provide an estimated timeline for these improvements.

January 2011

Principle Assessment Methods Used in Quality Assurance for this Discipline

Standardized assessments

Certification and licensure examination results

Writing samples

Portfolio evaluation

Course embedded questions

Student surveys

Analysis of enrollment, demographic and cost data

Other, please specify: _____

10. Based on the results of assessment and other information about courses, what steps need to be taken to update the curriculum or improve instruction?

The INS program should be phased out in as much as the courses offered are all housed in other traditional disciplines. Students who take INS courses often have trouble when it comes time to transfer to four-year institutions since Elgin Community College does not have a fully articulated International Studies program. By having students take the appropriate INS related courses in their traditional (e.g. take POS 251 International Relation as a Political Science course), they could still prepare for a future major in INS without having the bureaucratic problems associated with having courses listed as INS offerings. This may be indicated by the fall in the number of students completing courses from FY07 [71%] to FY09 [66%] although the number of students is so small as to be statistically insignificant.

Statewide Program Issues (if applicable)

Please provide a brief description of emerging state-level problems and/or program issues that will eventually affect programs offered by the colleges and cannot be addressed at the local level. Such problems/issues might include licensure changes, trends in occupational demand, and developments in disciplines or modifications to university transfer policies.

Not applicable

ACADEMIC DISCIPLINE REVIEW REPORT

**SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC DISCIPLINES
REVIEWED IN ACADEMIC YEAR 2010**

Written and Oral Communications, Mathematics, Physical and Life Sciences, Humanities and Fine Arts, Social and Behavioral Sciences

Discipline Area	Humanities and Fine Arts - Music
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OBJECTIVES

1. What are the objectives of the courses and sequences of courses in the discipline? To what extent are the objectives being met?

The music department courses serve 1) transfer students seeking sequence courses in a music degree program, 2) students taking courses to meet general education requirements, and 3) students who are taking courses for personal enrichment. The objectives for each of these areas are being met. We offer a full sequence of courses for transfer students who are music majors, our general education music course enrollments are consistently high, and our general music enrichment courses/performing ensembles enroll hundreds of students each semester.

The table below indicates the recommended sequence of music courses for the student seeking an Associate of Fine Arts Degree in Music.

Semester 1	Semester 2
MUS 140 Applied Music (2)	MUS 140 Applied Music (2)
MUS 128 Theory & Ear Training (4)	MUS 129 Theory & Ear Training (4)
MUS 126 Class Piano* (2)	MUS 127 Class Piano* (2)
Ensemble (1)	MUS 106 Music Literature (3)
	Ensemble (1)
Semester 3	Semester 4
MUS 240 Applied Music (2)	MUS 240 Applied Music (2)
MUS 228 Theory & Ear Training (4)	MUS 229 Theory & Ear Training (4)
Ensemble (1)	MUS 107 Music Literature (3)
	Ensemble (1)

*For non-keyboard majors

2. Are all courses in the discipline articulated to satisfy general education or major field requirements? Explain exceptions.

All of the transfer courses are articulated. While our new music technology courses are not articulated as meeting music major field requirements (they are career/technology courses), some schools may accept these credits as electives.

NEED

3. It is expected that there is a continuing need for courses in each of the academic disciplines. Based on trends in enrollments and retention, is the array of courses offered appropriate to meet the needs of students and support academic programs? Please provide examples.

The tables below reveal continued growth and high retention in this program. Since the last program review, we have discovered that there is significant demand for courses offered in hybrid and online modalities. Each semester we offer alternative delivery of MUS 105 Music Appreciation (online & hybrid) and MUS 100 Introduction to Music Theory (online), and each semester these courses attract more students. We also have started teaching music appreciation on Saturdays as part of ECC's Weekend College to offer working students more flexible scheduling options.

In addition, we have added to our curriculum a sequence in technical musical production. Students have expressed a need for these courses to faculty and counselors. Enrollment in music technology special topics classes has confirmed that there is very strong student interest in learning how to produce music, both for personal enjoyment and to enhance employment options. Three courses have been approved for FY11 and three more will be submitted next year for offering in FY12; a music technology certificate will be submitted for approval this fall as well. The courses approved for FY11 include:

- MUS 150 Music for Audio Pros
- MUS 160 Fundamentals of Music Technology
- MUS 170 Recording Techniques

Three-Year Enrollment Trend

	FY07	FY08	FY09
Seats	1788	1807	1865
Credit Hours	3182	3229	3392

Source: ECC Office of Institutional Research

Three-Year Trend – Course Completion Rates*

Fiscal Year	Credit Earned (A-D, S)	No Credit Earned (F,U,I)	Withdrawal (W,AW)
	Number (Percent)	Number (Percent)	Number (Percent)
FY07	1563 (87%)	96 (5%)	139 (8%)
FY08	1467 (87%)	108 (6%)	118 (7%)
FY09	1649 (85%)	107 (5%)	194 (10%)

*Note that counts are tallied for course completion rates as of end-of-term, while counts for seats and credit hours are tallied as of 10th day and do not include drops, so that sum of enrollment counts may not match enrollment totals for course completers.

Source: ECC Office of Institutional Research

COST

4. Is the program cost effective? How was this determined?

Three-Year Program Unit Cost

	FY07	FY08	FY09
ECC	\$412.79	\$430.52	\$441.19
State Average	\$244.50	\$247.68	Not Available

Source: ICCB and ECC Office of Institutional Research

The costs for this program are significantly higher than the state average (see table). This may be attributed to several factors. The college is committed to reflecting costs accurately, and therefore charges to the music program the rental and labor costs for performances in the Visual & Performing

Arts Center, an auxiliary unit. This includes the labor expenses related to building the sets and running each performance. Unfortunately, the formula for unit cost does not factor in the significant revenue generated by these performances which partially offsets these expenses. In addition, at this time all costs related to music offerings are charged to the music department, including costs associated with offering preparatory classes. For instance, the Elgin Youth Symphony Orchestra, Elgin Choral Union, Elgin Children's Theater and Elgin Children's Chorus all enroll students in credit and non-credit sections for participation in the same ensemble – yet the costs for the non-credit sections are currently charged solely to the music department. The same is true for music lessons; faculty are paid entirely out of the instructional budget, but significant enrollment is in non-credit sections for students under 16 years of age.

The administration conducted a detailed cost assessment of all performing arts programs this year. Enrollment, tuition, fees, apportionment, ticket revenue, and all expenses were calculated to arrive at the cost per participant. While some of these programs are expensive compared to the state average and against each other (e.g. musical production vs. band concert), the high quality, visibility and great impact of these programs renders most of them a really good investment.

5. What steps can be taken to offer the courses more cost-effectively?

In the coming year, we will consider strategies to split out costs associated with non-credit offerings. This may be challenging because non-credit and credit courses are offered side-by-side with one instructor for both, under one contract.

6. Are there needs for additional resources? Please specify.

The music program competes with the theatre program for instructional/rehearsal space. Additional rehearsal space is a critical need and has been requested. As the college moves forward with major construction projects, additional space may become available in an adjacent building. The Arts Center has also requested renovation of the scene shop, to expand it outward, and to create a rehearsal room out of the second story of the shop (this is just air at present).

In addition, a classroom (VPA 191D) currently shared with another division will be dedicated solely to music technology in 2012, when the new library and associated spaces are completed. The department wishes to reconfigure this space, add sound proofing and appropriate equipment to support the new program. A music technology lab with four iMac workstations will be created during the summer of 2010 to facilitate music file creation and manipulation by students.

While these are the most pressing needs of the music program, the facility that supports it, the Arts Center, is long overdue for maintenance and equipment upgrades, some of which are scheduled for this year. The lighting and sound systems are 17 years old and in dire straits; as of this month neither theatre within the building has a functioning light board, and the sound equipment is insufficient and unreliable. Lighting and sound equipment must be rented to support performances. The arts center professional staff has identified equipment replacement/upgrade needs totaling over 3 million dollars. We anticipate that the most critical of these needs will be addressed in the coming year to ensure that performing arts students are not negatively impacted by these issues.

QUALITY

Based on the program review, the College will:

- continue the discipline with minor improvements
- continue the discipline with major modifications
- discontinue the discipline as of (date).
- other (explain)

Improvements & Rationale for Action

7. Please provide a brief description of the improvements made since the last review or reasons for other program decisions.

Since the last review, we have added online sections for music appreciation and music theory, in addition to offering online sections of music appreciation. We also hired a new instructor to begin to develop a music technology sequence of courses, which will both lead to a certificate in this area, and possible transfer to a four-year institution for completion of a degree. We are one of the first colleges in the metro region to begin to offer a music technology program, serving students who intend to seek employment in this expanding field.

8. Provide a proposed action plan for future improvements.

At present, the music technology program development is progressing on its three-year plan to have six courses developed and a certificate offered beginning fall 2012. Conversion of VPA 191D to a music technology lab will be completed in 2012, when the library is finished and Communication and Behavioral Science courses can be moved to an appropriate location in the Student Resource Center (SRC). The college plans to address the most critical issues in the Arts Center beginning the summer of 2010.

9. Provide an estimated timeline for these improvements. See above

Principle Assessment Methods Used in Quality Assurance for this Discipline

- Standardized assessments
- Certification and licensure examination results
- Writing samples
- Portfolio evaluation
- Course embedded questions
- Student surveys
- Analysis of enrollment, demographic and cost data
- Other, please specify: juried performances

10. Based on the results of assessment and other information about courses, what steps need to be taken to update the curriculum or improve instruction?

Assessment efforts to date have focused on the largest and most popular general education class, MUS 105 Music Appreciation. We have established a five-year cycle for the assessment of the remaining courses in our discipline. Results for MUS 105 are very positive. We are meeting the objectives of having the majority of the students enrolled in this course, learn the history of music, its value and how it relates to the music they listen to today. Course outcomes for music history and literature courses include (student will): 1) identify musical terms, concepts, composers and major historical periods and 2) write papers demonstrating the ability to locate, evaluate, summarize, analyze and synthesize appropriate resources.

Assessment of performance classes focuses on skills attained. Students perform a variety of solo pieces on one or more chosen instruments to demonstrate: 1) musical response including awareness of

style, tone quality, rhythmic precision, articulation and phrasing; and 2) a sense of stylistic and imaginative interpretation of pieces.

A capstone examination of musical concepts, historic musical trends, and music theory in application will be used to assess attainment of outcomes in music history, literature and theory for music majors. The history/literature component includes a 10-12 page term paper.

As a department, we have hired a third fulltime faculty member who complements our music program. These three fulltime faculty members are always looking to improve the curriculum, academic courses, and enrichment courses and engage adjunct faculty. The development of new courses and refinement of present courses is an ongoing process in the music program.

Statewide Program Issues (if applicable)

Please provide a brief description of emerging state-level problems and/or program issues that will eventually affect programs offered by the colleges and cannot be addressed at the local level. Such problems/issues might include licensure changes, trends in occupational demand, and developments in disciplines or modifications to university transfer policies.

Not applicable

ACADEMIC DISCIPLINE REVIEW REPORT

SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC DISCIPLINES REVIEWED IN ACADEMIC YEAR 2010

Written and Oral Communications, Mathematics, Physical and Life Sciences, Humanities and Fine Arts, Social and Behavioral Sciences

Discipline Area	Humanities and Fine Arts - Theatre
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OBJECTIVES

1. What are the objectives of the courses in the discipline and to what extent are the objectives being met?

The objectives of Theatre courses are:

- to foster an appreciation of theatre, develop actor preparation skills
- strengthen voice and speech skills, expand movement skills
- improve both critical thinking and writing in regard to literary and performance texts
- improve cultural literacy and increase student awareness of diverse voices in theatre

The courses, with the exception of three general education IAI Fine Arts courses, are all electives that can be taken in any sequence without prerequisites since there is no ECC major in the discipline.

Assessments of objectives and course outcomes in theatre are more subjective than in traditional academic disciplines. Methods of measuring success in achieving objectives range from the personal and anecdotal, a student's artistic breakthrough or success in the world beyond, to perceptive analysis that develops into powerful synthesis and transformation in the classroom or onstage. More objective assessment methods are being tested this semester. Writing is being assessed in THE 100, THE 122, and THE 124 for diversity and cultural context outcomes, as well as critical thinking and writing in regard to literature and performance. Performance courses are being assessed for acting, voice and movement outcomes. Both assessment processes are being done by the one full-time faculty member and several Theatre adjunct faculty.

2. Are all courses in the discipline articulated to satisfy general education or major field requirements? Explain exceptions.

Three courses, THE 100 – Theatre Appreciation, THE 122 – Introduction to Theatre History and Literature, and THE 124 – American Drama, are fully articulated IAI general education courses that fulfill the Fine Arts requirement for the AA degree. All other courses are electives that are usually not accepted for major field requirements in Theatre by four-year institutions that offer the BFA degree. However, ECC theatre students have been accepted as Theatre majors by Columbia College Chicago, Northern Illinois University, University of Illinois Chicago, Illinois State University, Roosevelt University, DePaul's Theatre School, and Millikin University among others.

Only two of these schools offer BA degrees in Theatre, University of Illinois Chicago and Illinois State University. In this discipline, BFA conservatory type programs do not accept any transfer credit in the major discipline, preferring to start students at the beginning of their training sequence in acting, voice and movement. Transfer students with several theatre courses on their transcripts may get general elective credit or have a beginning course waived in a sequence with permission from the faculty.

Since many theatre programs in area high schools are being cut or eliminated due to budget constraints, theatre training at ECC may be the best opportunity for area students to become competitive applicants for BFA theatre programs. The department plans to explore the creation of dual credit partnerships with area secondary schools. Classes could be offered by ECC for high school students on their own campus in general education courses like Theatre Appreciation, American Drama, World Drama or performance courses like Acting, Dance or Combat.

NEED

- 3. It is expected that there is a continuing need for courses in each of the academic disciplines. Based on trends in enrollments and retention, is the array of courses offered appropriate to meet the needs of students and support academic programs? Please provide examples.**

The Theatre program will have expanded from three courses in 1998-99 to forty courses by the end of the 2009-2010 year. Additional course offerings are being planned in three areas: theatre appreciation, technical theatre and stage combat. Theatre Appreciation has experiential learning travel courses to Chicago, New York and London that successfully combine credit theatre students and non-credit adults. The department plans to create separate courses for each of these learning experiences. Stage combat has expanded to include the curricula of all eight weapons sanctioned by the Society of American Fight Directors. These courses need to be given separate titles, descriptions, and to be articulated to permit students to know what topics will be taught. And finally, ECC Theatre has the technical facilities as well as the staff and faculty to offer new courses leading to a two-year Certificate in Technical Theatre which will attract many more students who don't want, or can't afford a four-year degree. All of these courses are listed in the proposed restructuring below, and changes are being forwarded to the Curriculum Committee this year.

Three-Year Enrollment Trend

	FY07	FY08	FY09
Seats	348	429	370
Credit Hours	937	1104	962

Source: ECC Office of Institutional Research

Three-Year Trend – Course Completion Rates*

Fiscal Year	Credit Earned (A-D, S)	No Credit Earned (F,U,I)	Withdrawal (W,AW)
	Number (Percent)	Number (Percent)	Number (Percent)
FY07	305 (82%)	24 (6%)	45 (12%)
FY08	361 (83%)	31 (7%)	45 (10%)
FY09	303 (74%)	41 (10%)	65 (16%)

*Note that counts are tallied for course completion rates as of end-of-term, while counts for seats and credit hours are tallied as of 10th day and do not include drops, so that sum of enrollment counts may not match enrollment totals for course completers.

Source: ECC Office of Institutional Research

Enrollment in the Theatre program is cyclical, increasing and ebbing every two year cycles. (Hours in prior years: FY04=723, FY05=1014, FY06=635). Strong enrollment growth happens for two years as a cohort of students moves through the program. Then when this cohort graduates, the

program goes through a year of rebuilding. The overall trend is growth; the average annual credit hour generation for this program over the FY07-FY09 period was 1,001 credit hours. The average for the previous three years, FY04-FY06 was 790 credit hours, an increase of 27% in 6 years.

COST

4. Is the program cost effective? How was this determined?

Based on limited data (see table below), the costs for this program are significantly higher than the state average. This may be attributed to several factors. The college is committed to reflecting costs accurately, and therefore charges to the music program the rental and labor costs for performances in the stunning Visual & Performing Arts Center, an auxiliary unit. Most colleges do not have such a wonderful resource available to their performing programs and do not pass these costs back to the program. These costs include the labor expenses related to building the sets and running each performance. Unfortunately, the formula for unit cost does not factor in the significant ticket revenue generated by the high-quality, ambitious performances which partially offsets these expenses. In addition, at this time all costs related to theatre offerings are charged to the department, including costs associated with offering preparatory classes. For instance, some theatre dance classes are offered as combined credit and non-credit classes (to accommodate students under the age of 16), yet the costs for the non-credit sections are currently charged solely to the theatre department.

The administration conducted a detailed cost assessment of all performing arts programs this year. Enrollment, tuition, fees, apportionment, ticket revenue, and all expenses were calculated to arrive at the cost per participant. While some of these programs are expensive compared to the state average and against each other (e.g. theatrical production vs. band concert), the high quality, visibility and great impact of these programs renders most of them a really good investment.

5. What steps can be taken to offer the courses more cost-effectively?

Continuing, increased enrollment will attract high quality students, and strengthen ECC's transfer success rate. The quality of the training and the facilities will continue to provide a cost-effective alternative to a full four-year college experience to more students in need. Also, in the coming year we will consider strategies to split out costs associated with non-credit offerings. This may be challenging, because non-credit and credit courses are offered side-by-side with one instructor for both, under one contract.

6. Are there needs for additional resources? Please specify.

More scripts are needed for acting class resources, more video and other media are needed for theatre appreciation and literature classes.

More classroom space is desperately needed. Currently, there is only one acting studio space which means that only one performance class or rehearsal can be offered at any given time. The VPA lobby is the only suitable space currently available for large stage combat classes. The music program competes with the theatre program for instructional/rehearsal space. Additional rehearsal space is a critical need, and has been requested. As the college moves forward with major construction projects, additional space may become available in an adjacent building. The Arts Center has also requested renovation of the scene shop, to expand the shop itself and to create a rehearsal room out of the second story of the shop (this is just air at present).

In addition, the facility that supports the theatre program, the Arts Center, is long overdue for maintenance and equipment upgrades, some of which are scheduled for this year. The lighting and sound systems are 17 years old and in dire straits; as of this month neither theatre within the building has a functioning light board, and the sound equipment is insufficient and unreliable. Lighting and

sound equipment must be rented to support performances. The arts center professional staff has identified equipment replacement/upgrade needs totaling over 3 million dollars. We anticipate that the most critical of these needs will be addressed in the coming year to ensure that performing arts students are not negatively impacted by these issues.

Three-Year Program Unit Cost

	FY07	FY08	FY09
ECC	\$404.16	\$394.22	\$483.49
State Average	Not available	\$214.16	Not available

Source: ICCB and ECC Office of Institutional Research

QUALITY

Based on the program review, the College will:

- continue the discipline with minor improvements
- continue the discipline with major modifications
- discontinue the discipline as of (date).
- other (explain)

Improvements & Rationale for Action

7. Please provide a brief description of the improvements made since the last review or reasons for other program decisions.

THE 134 – Improvisation for Theatre was among several new courses being implemented at the time of the last program review. The success of this course led to the creation of THE 212 - Improvisation Ensemble. This class, open only by audition, selects an advanced group of improvisers who refine their technique and develop material into a series of public performances presented both on campus and off. This ensemble class joins THE 210 – Literature Performance Ensemble in creating original performance pieces using Chicago style ensemble improvisation and adaptation technique.

THE 241 – Stage Combat I and THE 242 – Stage Combat II have continued to grow and more variety of instruction is being offered. Stage combat classes are available at ECC in all eight weapons taught by the Society of American Fight Directors, the national organization that sets curriculum and standards for achievement in the theatrical profession. ECC is one of the few Illinois colleges and the only community college in the country to offer this depth of actor training in stage combat. ECC also has been host for the past three years to the Winter Wonderland Workshop, the largest regional SAFD stage combat workshop in the country.

Outreach programs to area schools including THE 210 – Literature Performance Ensemble productions of *The Complete Works of Shakespeare – Abridged and Slightly Rewritten*, *This Is Not a Game*, *The Stinky Cheese Man and Other Fairly Stupid Tales* and *The Adventures of Captain Underpants* were taken to area schools along with workshops in acting, improvisation, combat and careers in theatre.

8. Provide a proposed action plan for future improvements.

Existing courses are being revised to further align measurable outcomes with assessment instruments and align outcomes with courses at four-year institutions. Four areas are being addressed for every course in the curriculum - course description, outline, outcomes, and assessments. This will require course changes from minor to major as well as the addition of many new courses. Course comparisons are being made with a dozen four-year programs in Illinois to align curriculum and facilitate articulation with those programs.

ECC Theatre Curriculum – Proposed Restructuring
(+ new course, * repeatable for GPA and credit)

Theatre History and Literature

THE 100 – Theatre Appreciation
+THE 101 – Experience Chicago Theatre
+THE 102 – Experience New York Theatre
+THE 103 – Experience London Theatre
+THE 104 – Experience Canadian Theatre
+THE 105 – Experience Greek Theatre
THE 122 – World Theatre: Page to Stage
THE 124 – American Theatre: Page to Stage

Production

*THE 110 – Drama Performance Ensemble

Acting

THE 132 – Acting I: The Basics
*THE 134 – Improvisation for Theatre
*THE 136 – Acting II: Periods and Styles
*THE 210 – Literature Performance Ensemble
*THE 212 – Improvisation Ensemble

Performance Skills

THE 144 – Voice and Speech for Actors
THE 142 – Movement for Actors
*THE 150 – Theatre Dance: Jazz and Tap
+*THE 151 – Theatre Dance: Swing & Ballroom
+*THE 240 – Meditative Martial Arts: Aikido & Tai Chi
THE 241 – Stage Combat: Unarmed
THE 242 – Stage Combat: Rapier & Dagger
+THE 243 – Stage Combat: Single Sword
+THE 244 – Stage Combat: Small Sword
+THE 245 – Stage Combat: Knife
+THE 246 – Stage Combat: Quarterstaff
+THE 247 – Stage Combat: Broadsword
+THE 248 – Stage Combat: Sword & Shield

Theatre Technology

THE 160 – Introduction to Theatre Technology
THE 161 – Theatre Technology in Performance
*THE 162 – Technical Theatre Practicum
THE 164 – Lighting Design and Technology
+THE 166 – Sound Design and Technology
THE 168 – Stage Makeup
THE 170 – Stage Management

Special Courses

THE 231 – Internship in Theatre (1)
THE 232 – Internship in Theatre (2)
THE 233 – Internship in Theatre (3)
THE 234-Special Topics in Theatre(1)
THE 235 – Special Topics in Theatre (2)
THE 236 – Special Topics in Theatre (3)

9. Provide an estimated timeline for these improvements.

Changes are being forwarded to the Curriculum Committee by the end of this semester. Approval and articulation should take place in fall 2010, hopefully in time for the next catalog deadline in December 2010. New courses will begin in spring of 2011. The two year Certificate in Technical Theatre should be approved and available for new enrollments by fall of 2011.

Principle Assessment Methods Used in Quality Assurance for this Discipline

- Standardized assessments
- Certification and licensure examination results
- Writing samples
- Portfolio evaluation
- Course embedded questions
- Student surveys
- Analysis of enrollment, demographic and cost data
- Other, please specify: _____

10. Based on the results of assessment and other information about courses, what steps need to be taken to update the curriculum or improve instruction?

Assessment has focused on the process of finding common ground between objective and subjective measures of student success in theatre. Faculty discussions have yielded agreement on certain problems and consensus on how to focus efforts to improve instruction in the areas of both critical thinking and performance.

Assessors are looking at student writing in theatre literature and finding that improvement in the critical thinking process is needed. Course outcomes are being clarified to reflect three stages in writing and thinking about theatre. The first is to be able to describe, recognize and define what the play or performance is about. The next level is to analyze, question, compare and contrast how meaning is made in the play or performance. The goal of the critical thinking process is to be able formulate, evaluate, and synthesize an interpretation of the play or performance and present a cogent argument and examples in support of that thesis. Course syllabi, exercises, and assignments are all being adjusted to improve the outcome of critical thinking in theatre literature classes.

In assessing performance in varied classes such as acting, dance, improvisation, and combat, a similar approach to three steps in achieving proficiency is the focus of improvement efforts. Performance classes teach techniques that, at the first level, can be described, recognized and defined. At the second level of mastery, the student learns to analyze, modify and discover the relationship between technique and performance. At the third level, the student integrates both the “what” and “how” of performance into an intentional transformation, a synthesis that is a successful, seamless performance. Assessors will adjudicate final performances and measure student success using rubrics based on each discipline. Results of the assessment instruments will be tabulated at year’s end and will be used to make adjustments in course syllabi, exercises and assignments in performance classes for fall 2011.

Ongoing objective assessments such as the nationally recognized SAFD stage combat certifications reveal a 90% pass rate for ECC students; this has improved from a 75% rate over the past five years.

Other assessment measures such as annual student surveys, subject specific assessment exercises, and objective exams on terms and concepts are being developed for implementation next year. This will provide more data and refine the assessment process to focus on other class and program needs as they become apparent.

Statewide Program Issues (if applicable)

Please provide a brief description of emerging state-level problems and/or program issues that will eventually affect programs offered by the colleges and cannot be addressed at the local level. Such problems/issues might include licensure changes, trends in occupational demand, and developments in disciplines or modifications to university transfer policies.

There are economic trends that suggest both growth and decline of the arts in public life. There have been similar trends throughout history, and theatre has managed to survive. While live performance offers a vibrancy and immediacy that other performance media do not, the growth of performance through technology is opening new venues and opportunities for artists of all kinds.

The challenge for higher education, in Illinois and nationally, is to change with the times. The BFA conservatory model of arts education is too narrow and has been too widely adopted by most four-year schools. The breadth of a well-rounded liberal arts education is becoming more important in a global culture and literacy in the arts is an essential component of that education. Community colleges can benefit by offering more arts education in the liberal arts tradition and providing better value to the community through audience development and outreach. This is the direction that the ECC Theatre program is pursuing.

Cross-Disciplinary Programs

CROSS-DISCIPLINARY REVIEW REPORT

SUMMARY REPORT OF REVIEW RESULTS - CROSS-DISCIPLINARY PROGRAMS REVIEWED IN ACADEMIC YEAR 2010

General Education, Adult Education, Remedial/Developmental Programs, Vocational Skills, Transfer Programs and Functions, and the AGS degree program

Cross-Disciplinary Program	Vocational Skills – Corporate and Continuing Education
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OBJECTIVES

1. What are the objectives of these offerings?

To attract students of all ages into the college to experience all ECC has to offer and to provide opportunities for district and out-of district residents to develop new, or improve existing skills, through training for vocational careers.

2. How well are they being achieved?

These objectives are being achieved through various events, such as job fairs and industry meetings, and through the offering of programs such as Home Inspection, Medical Billing and Pharmacy Technician.

3. Are students successfully upgrading skills related to their employment or acquiring skills for new employment?

These initiatives provide students a taste of learning through non-credit classes, which may lead to more intensive learning in credit subject areas such as art, accounting, alternative therapies, cooking and baking, health science, office automation, language, and writing. For example, training classes related to the latest version of Microsoft Office suite of products are very popular. Health care related classes such as Medical Billing, Medical Coding and Pharmacy Technician, allow students to become certified thereby increasing their employability.

4. Are vocational skills offerings appropriately integrated with other programs and services?

The Corporate and Continuing Education division of ECC brings training assistance and consultation to businesses and organizations within the communities we serve. Corporate and Continuing Education students participate in these programs to upgrade their knowledge and skills, to help them with their current jobs, or to prepare them for changes in employment.

On the corporate training side, the client base tends to be the incumbent workers in almost all cases. Companies will either request a specialized type of training, or look to the Corporate and Continuing Education division for solutions to specific issues pertinent to their individual needs. Employees may need refresher classes in certain fields of expertise, or they may need to learn a completely new skill set, as they are promoted to higher positions within their company. Other class offerings can help in maintaining OSHA regulations, ISO certifications or upgrades. Workplace literacy training helps to ensure that immigrant workers are able to communicate in English, and provides the skills necessary for possible career advancement. The education level of participants within the Workplace Literacy program ranges from grade school through college.

5. How important is this program, and how does it contribute to the mission of the college?

In December of 2009, the college's division of Corporate and Continuing Education was awarded a three year Hispanic Serving Institutions Assisting Communities (HISIAC) grant from the Department

of Housing and Human Development (HUD). This grant offers noncredit class reimbursement to low-income, unemployed and underemployed individuals. Qualifying classes must provide skills for employment both at entry level and for career advancement.

The programs offered by the Corporate and Continuing Education division are essential to the college's mission: "To Improve People's Lives through Learning".

NEED

6. It is expected that there is a continuing need for cross-disciplinary curricula. Are the offerings in vocational skills sufficient to meet the needs of students and supportive academic programs? Provide examples.

Many continuing education unit (CEU) classes are developed and scheduled per consultation with ECC degree or credit program directors. Examples include nursing, massage therapy, accounting, firefighting, and teaching. The division cross-sells our basic computer students by using credit computer instructors. The basic computer classes ease students into more in-depth credit computer classes. Other examples include art, language, medical, and cooking.

COST

7. What steps can be taken to offer curricula more cost-effectively?

Corporate and Continuing Education presently offers classes based on student evaluations, student testimonials, programmer's research, and our competitors. The division is continuing to evaluate the Learning Resources Network (LERN) initiatives and practices to help develop cost effective and efficient lifelong learning programs. Class cancellation rates are reduced by eliminating low-enrollment classes, and partnering with other institutions when feasible.

8. Are there needs for additional resources?

Areas for improvements include marketing and promotion of classes and programs, a more streamlined and student-friendly registration process, and faster response time to the changing employment environment.

QUALITY

Improvements or Rationale for Action

9. Please provide a brief description of the improvements made since the last review or reasons for other program decisions.

Each August the division reviews the last three years of class offerings. This helps programmers see what types of classes have increased enrollment, which have decreased enrollment, what classes need to be added, and which classes need to be eliminated or upgraded. During this past year the division:

- Instituted the "Boot Camp" concept. Boot Camp includes classes held on Fridays and/or Saturdays which are intensive and short term. They are typically job and/or skill development related
- Revised the schedule into categories to locate classes easier, including topical codes for Boot Camp, Community Education and Continuing Education categories
- Developed and deployed a successful Kids' College program for the summer term
- Received the HISIAC grant

In addition, 1.6 courses were reviewed by divisions, and the following courses were recommended for withdrawal in FY11:

- FIT 0100 – Fitness Instructor Fundamentals I – 1.6 – 521001
- FIT 0200 – Fitness Instructor Fundamentals II – 1.6 – 521001

- MMB 0170 – Principle of Bank Operations – 1.6 – 520803
- CIS 0098 – Computer Fundamentals – 1.6 – 110202
- RTP 170 – Radio Techniques – 1.6 – 100202

10. Provide a proposed action plan for future improvements.

Areas for improvement during this coming year include:

- Enhance marketing and promotion of classes and programs
- Improve registration process
- Improve student survey instrument and data analysis
- Explore opportunities to offer more vocational classes or programs
- Research offering additional CEUs with other ECC programs
- Determine additional vocational classes to offer

Principle Assessment Methods Used in Quality Assurance for this Discipline-Area

Standardized assessments

Certification and licensure examination results

Writing samples

Portfolio evaluation

Course embedded questions

Student surveys

Analysis of enrollment, demographic and cost data

Other, please specify:

- Focus on short-term job training classes. This appears to be what most Continuing Education students want as evidenced by the dramatic enrollment increases experienced during this past year
- Continue to improve internal processes
- Higher individual class enrollments lead to more lively, interactive, and educational classroom discussion

Statewide Program Issues (if applicable)

Please provide a brief description of emerging state-level problems and/or program issues that will eventually affect programs offered by the colleges and cannot be addressed at the local level. Such problems/issues might include licensure changes, trends in occupational demand, and developments in disciplines or modifications to university transfer policies.

Not applicable

CROSS-DISCIPLINARY REVIEW REPORT

SUMMARY REPORT OF REVIEW RESULTS - CROSS-DISCIPLINARY PROGRAMS REVIEWED IN ACADEMIC YEAR 2010

General Education, Adult Education, Remedial/Developmental Programs, Vocational Skills, Transfer Programs and Functions, and the AGS degree program

Cross-Disciplinary Program	Vocational Skills - NUR 150 Transition into Nursing
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OBJECTIVES

1. What are the objectives of these offerings? How well are they being achieved?

The course, NUR 150, is a required course for all students seeking advanced placement into the ECC nursing programs (RN & PN), or who have previously been in the ECC program, but it has been longer than 1 year. This course allows the student to return, or begin in the program with knowledge and skills that the current students are expected to possess. Students must complete this transition course in order to enter the program. Less than 5% of the students do not complete this course successfully.

2. Are students successfully upgrading skills related to their employment or acquiring skills for new employment?

These students are reviewing or upgrading their skills in order to articulate into the ECC Nursing program.

3. Are vocational skills offerings appropriately integrated with other programs and services?

All of the knowledge and skills are incorporated into the nursing program.

4. How important is this program, and how does it contribute to the mission of the college?

This is an essential course for the student's transition into the nursing program. This course is the essence of the college's mission – "to improve people's lives through learning". It gives LPNs, or students who have dropped out of the program, an opportunity to continue their education to become RNs.

NEED

5. It is expected that there is a continuing need for cross-disciplinary curricula. Are the offerings in vocational skills sufficient to meet the needs of students and supportive academic programs? Provide examples.

This course is an integral part of the nursing program and it provides information for the student's smooth re-entry into the educational system. The students review the steps in a physical assessment of a patient and must be successful on the return validation of this skill, before continuing in the program.

COST

6. What steps can be taken to offer curricula more cost-effectively?

Due to the number of students interested in the nursing program, there may not always be a space available in the program for these students. There are generally 4 -5 students enrolled in the course. Last year a decision was made by the director to limit the class offering to once a year and enroll a larger number of students in the course. We are currently planning for 10 students in August 2010.

7. Are there needs for additional resources?

No.

QUALITY

Improvements or Rationale for Action

8. Please provide a brief description of the improvements made since the last review or reasons for other program decisions.

There have been no major changes to this course, other than to incorporate new information from the other nursing course requirements.

9. Provide a proposed action plan for future improvements. Not applicable

10. Provide an estimated timeline for these improvements. Not applicable

Principle Assessment Methods Used in Quality Assurance for this Discipline-Area

Standardized assessments

Certification and licensure examination results

Writing samples

Portfolio evaluation

Course embedded questions

Student surveys

Analysis of enrollment, demographic and cost data

Other, please specify:

11. Based on the results of assessment and other information about cross-disciplinary curricula, what steps need to be taken to update or improve instruction?

Nothing at this time

Statewide Program Issues (if applicable)

Please provide a brief description of emerging state-level problems and/or program issues that will eventually affect programs offered by the colleges and cannot be addressed at the local level. Such problems/issues might include licensure changes, trends in occupational demand, and developments in disciplines or modifications to university transfer policies.

Not applicable

CROSS-DISCIPLINARY REVIEW REPORT

SUMMARY REPORT OF REVIEW RESULTS - CROSS-DISCIPLINARY PROGRAMS REVIEWED IN ACADEMIC YEAR 2010

General Education, Adult Education, Remedial/Developmental Programs, Vocational Skills, Transfer Programs and Functions, and the AGS degree program

Cross-Disciplinary Program	Vocational Skills - CETL
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OBJECTIVES

1. What are the objectives of these offerings?

The objective of workshops and courses offered by the Center for Enhancement of Teaching and Learning (CETL) is to assist faculty in improving instructional delivery with the focus on improving student learning at ECC.

2. How well are they being achieved?

Written statements from workshop evaluations suggest that faculty attending CETL workshops are very pleased with the workshop outcomes. On a scale of 1 to 5 (five being the highest) the average score is 4.86/5.00. Workshops consist of tactical strategies needed to operate technology to enhance learning, and opportunities to present and discuss sound pedagogical strategies.

3. Are students successfully upgrading skills related to their employment or acquiring skills for new employment?

Because technology changes, faculty attend workshops and seek individual assistance on a regular basis. It is not uncommon for a faculty member to attend up to seven workshops per semester. Evaluations suggest that there is a strong demand for more workshops and one-to-one assistance so that faculty may continue to acquire skills specific to new technologies.

In the academic year 2010, CETL will have offered over 102 workshops, webinars, online and hybrid courses, and conferences on both Main and Fountain Square Campuses.

4. Are vocational skills offerings appropriately integrated with other programs and services?

Two online courses [Techniques for Managing the Web-Enhanced Classroom (1 credit hour) and Online Instruction & Assessment Practices (1.5 credit hours)] have been approved by ICCB to offer as workforce development classes. The course Strategies for Hybrid Teaching: Combined On-site with Online Instruction (1.5 credit hours) has been sent to ICCB for approval.

5. How important is this program, and how does it contribute to the mission of the college?

The CETL program is essential to faculty at ECC as the mission of the college mandates lifelong learning and continuous improvements of teaching in the areas of pedagogy and technology.

NEED

6. It is expected that there is a continuing need for cross-disciplinary curricula. Are the offerings in vocational skills sufficient to meet the needs of students and supportive academic programs? Provide examples.

Workshops provided by CETL generally consist of faculty from all disciplines, including those who teach in credit and non-credit programs. Additionally, administrators also attend CETL workshops on

a regular basis. However, workshops are not limited to ECC faculty, administrators, or support staff. A number of faculty and IT support personnel from surrounding organizations, such as; Sherman Hospital and Oakton Community College, attend CETL workshops on a regular basis.

CETL's effort is not quite reaching faculty in vocational skills training areas. Therefore, in collaboration with Distance Learning, CETL conducted a series of focus group discussions in order to identify faculty professional development needs and interests. Three groups of faculty were invited to these discussions: adjunct, full-time, and instructional coordinators. The results of these sessions are used to improve CETL offerings, and some of them are already incorporated in the spring 2010 training schedule. The results will also be used as a basis for a faculty survey for further identifying faculty needs, satisfaction of services, and effective use of internal expertise.

COST

7. What steps can be taken to offer curricula more cost-effectively?

- Continue to promote the practice of using internal expertise (faculty and administrators) presenting at and facilitating more CETL workshops
- Plan the number of workshops that require external presenters/facilitators based on identified faculty needs, e.g. the student success series is offered by both internal and external experts

8. Are there needs for additional resources?

- A full-time position is needed to enhance CETL services in terms of strategically planning for faculty professional development opportunities, and to ensure that the plans effectively support the college mission
- Suitable, flexible office space and work stations would be helpful for staff to work with faculty and workshop facilitators
- Additional student worker support
- Additional funding for the determined student success series

QUALITY

Improvements or Rationale for Action

9. Please provide a brief description of the improvements made since the last review or reasons for other program decisions.

This is the first program review for CETL.

10. Provide a proposed action plan for future improvements.

- Increase the number of workshops offered to faculty by 10 to 15 percent each year (including planned development of more online workshops and courses for flexible access). Full-time staff is critical for quality operation and services
- Explore possibilities to provide evening and Saturday workshops for adjunct faculty
- Provide faculty additional one-on-one learning opportunities for both technical and nontechnical assistance
- Explore the possibility of providing evening and Saturday one-on-one assistance to faculty

11. Provide an estimated timeline for these improvements.

In FY2011, CETL will focus its efforts on #1 and #2 of the action plan. CETL will need to dedicate its resources to accomplish these two objectives, and evaluate its effectiveness before the next program review. In FY2012, CETL will focus its efforts on the remaining two items.

Principle Assessment Methods Used in Quality Assurance for this Discipline-Area

- Standardized assessments
- Certification and licensure examination results
- Writing samples
- Portfolio evaluation
- Course embedded questions
- Student surveys (both on line surveys and in-class evaluations from participants)
- Analysis of enrollment, demographic and cost data
- Other, please specify:

Besides identifying faculty needs and interests in professional development, the focus group discussion series conducted in fall 2009 served as the means to assess effectiveness of CETL in its services to instruction and learning. The assessment is qualitative in nature rather than quantitative.

12. Based on the results of assessment and other information about cross-disciplinary curricula, what steps need to be taken to update or improve instruction?

Collaboration with other units on campus in offering faculty professional development opportunities is one of the strengths of CETL. For example: collaboration with MAGIC in offering the Curriculum Transformation series, collaboration with Student Services in offering the Student Success series (emphasizing Achieving the Dream initiative), collaboration with Distance Learning in offering workshops on using instructional technology to enhance student learning, and other collaboration efforts such as outcome-based student learning assessment, library resources, etc.

Statewide Program Issues (if applicable)

Please provide a brief description of emerging state-level problems and/or program issues that will eventually affect programs offered by the colleges and cannot be addressed at the local level. Such problems/issues might include licensure changes, trends in occupational demand, and developments in disciplines or modifications to university transfer policies.

Not applicable

Student and Academic Support Services

STUDENT & ACADEMIC SUPPORT SERVICES REVIEW REPORT

SUMMARY REPORT OF REVIEW RESULTS - STUDENT AND ACADEMIC SUPPORT SERVICES REVIEWED IN ACADEMIC YEAR 2010

Advising/counseling, financial aid, library/learning resource center, tutoring/study skills/learning support services, admissions, and student records/registrar functions.

Service Area	FINANCIAL AID
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OBJECTIVES

1. Is this service area meeting the needs of students in all programs including non-traditional students, students who commute to extension centers or who enroll in distance learning courses, and students with disabilities? Please provide examples.

- Financial Aid has made great strides towards the goal of serving students. Outreach efforts have included posting all forms online for easier access. “Fill out the FAFSA” Workshops have also been provided on-site, at high schools and at special events.
- Financial Aid provides walk-in service to those students who need help understanding the process, to fill out the financial aid forms and/or to see one of our Advisors. The office is open evening hours and four Saturdays (per year) to meet the needs of our students and their families.
- Financial Aid also provides kiosk stations in which students can come into the office if they need special help in filling out their forms. A bi-lingual Advisor helps those who are Spanish speaking.
- Another area heavily focused on has been our marketing efforts. Students have been provided with a Financial Aid Checklist and a “How To...” brochure that walks them through the financial aid process at ECC.

COST

2. What steps can be taken to offer student and academic support services more cost effectively?

- A Marketing Manager has been assigned to the Financial Aid office to develop a marketing plan designed especially for this area. This is a fairly new process and has worked very efficiently and effectively. More outreach efforts are being developed to offer face-to-face assistance, as well as clear and concise literature.

3. Are there needs for additional resources? Please specify.

- Our plan is to redesign one of our positions to a Financial Aid Advisor. With increased enrollment, this reallocated resource will better serve our students.

QUALITY

4. Based on the results of assessment or other information about this service area, what steps can be taken to update or improve student and academic support services?

- Hire an additional Advisor position, increase training efforts with the front desk staff, and hire student workers to do more back office functions.

Major Findings and Improvements/Modifications

5. Please provide a brief description of the improvements made since the last review or reasons for other program decisions.

- Several changes have been made with regards to staff. These changes have produced a more customer-friendly environment
- Marketing efforts are focused and planned well in advance
- Outreach efforts have increased
- Financial Aid information has increased on the website. Students are able to access financial aid forms online, instead of coming to the office
- Internal and external audits have been unqualified with fewer findings

6. Provide a proposed action plan for future improvements.

- Continue to make appropriate changes with staff positions as needs from the students change. Provide further customer service training
- Tighten up the efficiency plan in Financial Aid
- Edit and improve upon the Policies & Procedures Manual
- Hire qualified and customer service orientated staff

7. Provide an estimated timeline for these improvements.

- Fall 2010

Statewide Programmatic Issues (if applicable)

A brief description of emerging state-level problems and/or program issues that will eventually affect programs offered by the colleges and cannot be addressed at the local level. Such problems/issues might include licensure changes, trends in occupational demand, and developments in disciplines or modifications to university transfer policies.

Not applicable

Best Practices

BEST PRACTICES REPORT

BEST PRACTICES AND INNOVATIONS (SELECTED PROGRAMS) 2010

Narrative descriptions of exemplary improvements or innovations for selected occupational programs, academic disciplines, cross-disciplinary programs, or student and academic service functions that meet the criteria described above.

Title of the Best Practice Online Lab Scheduling For Two Nursing Labs

Programmatic area (CTE, Academic, Cross-Disciplinary, or Student/Support Services) addressed by the Best Practice

Nursing lab faculty noted a consistent problem with paper sign-up scheduling for nursing validations and demonstrations. In collaboration with Instructional Technology faculty, a google.doc was created for students to access the schedule for the two nursing labs. No other area in the college is implementing a google.doc in instruction. This process also forced the students to use their ECC student e-mail accounts, which greatly increased our communication abilities.

Description of the innovation / best practice (150 word limit)

With this online schedule in place, students can access it from any computer to sign up for a practice session or a validation, cancel the scheduled time within the 24 hour time limit of our lab policy, while leaving a trail of what time this was done. Faculty can see the history of validation changes, the name, date and time recorded, and determine if the student has violated the 24 hour rule. There are penalties for not notifying faculty in a timely manner. The lab faculty can have the schedule up on their computer all day to plan their day with needed equipment and supplies.

Students consistently complained about other students erasing their time slots on the hand-written schedules in each lab. Also, if they were ill the policy required them to come in to cancel within the 24 hour period. Sometimes they would forget the time slot they had signed up for and would not show up resulting in a penalty for nonprofessional behavior. An ECC google.doc was created including a voice instruction tutorial, both nursing lab schedules, and the instructional template for each validation.

What are the results / measurable outcomes?

Lab faculty can now directly communicate via email with a student. The history of changes can now be accessed fairly easily and reported to the nursing faculty. The feedback from the college, faculty and students has been overwhelmingly positive. Erasures of validation times were common, with no idea when they occurred, or who made the change. Now the trail is easy to follow. Students can also see easily if another lab has openings that are more suitable for them.

Contact Information

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BEST PRACTICES REPORT

BEST PRACTICES AND INNOVATIONS (SELECTED PROGRAMS) 2010

Narrative descriptions of exemplary improvements or innovations for selected occupational programs, academic disciplines, cross-disciplinary programs, or student and academic service functions that meet the criteria described above.

Title of the Best Practice

Comparative Analyses

Programmatic area (CTE, Academic, Cross-Disciplinary, or Student/Support Services) addressed by the Best Practice

Retail / Wholesale

Description of the innovation / best practice (150 word limit)

Very often, students of retailing are interested in owning their own business or working for a major retailer. Ironically, the purpose of this exercise, in all three of the retailing classes offered, is to do a comparative analysis of the major retailers, in particular industries with their major competitors. An example of this approach is to compare the “best practices” of Wal-Mart and Target, Burger King and McDonald’s, Nordstrom and Neiman Marcus. In the process, students chronicle the history of these companies, look at their strengths, weaknesses, opportunities and threats, get to know the personalities responsible for the companies’ successes, and attempt to project the likely direction of the industries.

They are also expected to compare financial data, such as the stock performance of the companies.

From the first course in retailing to the last course, Independent Study in Retailing, there should be more sophisticated analyses.

What are the results / measurable outcomes?

These projects result in students getting an intimate familiarity with leaders in retailing and models of success. They also derive a template for what works and the possible pitfalls in the businesses.

Contact Information

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BEST PRACTICES REPORT

BEST PRACTICES AND INNOVATIONS (Corporate and Continuing Education) 2010

Narrative descriptions of exemplary improvements or innovations for selected occupational programs, academic disciplines, cross-disciplinary programs, or student and academic service functions that meet the criteria described above.

Title of the Best Practice

- Process and Program Improvements

Programmatic area (CTE, Academic, Cross-Disciplinary, or Student/Support Services) addressed by the Best Practice

- Corporate and Continuing Education division

Description of the innovation / best practice (150 word limit)

The process and program improvements were developed and implemented in order to increase student enrollment levels and help the division achieve its operating parameters. Emphasis was placed on those areas which are currently experiencing some growth in the job market, as well as areas to help the unemployed or under-employed within the communities served. These improvements include, but are not limited to:

- Encouraging instructors to advertise ECC classes they teach on their websites and on social networking blogs
- Creating additional non-credit class sections to respond to the market and popular job training classes
- Procuring non-credit Firefighter Training Program equipment including a fire truck to enable the offering of hands-on classes
- Identifying non-credit classes that qualify for student tuition reimbursement under the HSIAC grant regulations
- Developing a new survey instrument for the collection and analysis of student data from class evaluations and telephone conversations
- Developing a brochure to promote the non-credit Firefighter Training Program

What are the results / measurable outcomes?

- Significant increases in enrollment over the same period last year in our non-credit Firefighter Training Program
- Significant increases in enrollment in our Pharmacy Technician, Medical Billing and Coding and Computer classes
- Increase in enrollment associated with our on-line class offerings. Eighty-eight percent of our students felt that our classes were priced right

Contact Information

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BEST PRACTICES REPORT

BEST PRACTICES AND INNOVATIONS (SELECTED PROGRAMS) 2010

Narrative descriptions of exemplary improvements or innovations for selected occupational programs, academic disciplines, cross-disciplinary programs, or student and academic service functions that meet the criteria described above.

Title of the Best Practice

Faculty Professional Development Opportunity Online

Programmatic Area (CTE, Academic, Cross-Disciplinary, or Student/Support Services) addressed by the Best Practice

CVS900 and CVS901

Description of the innovation / best practice (150 word limit)

Desire2Learn is the adopted course management system at ECC. The administration encourages faculty to use Desire2Learn, an online learning platform, to enhance classes. The Center for Enhancement of Teaching and Learning (CETL) collaborated with Distance Learning to develop a one credit-hour online course for faculty to learn the strategies to effectively manage web-enhanced classes. Another 1.5 credit-hour online course, Online Instruction and Assessment Practices, was also developed for faculty to become familiar with online pedagogical strategies. Both courses emphasize that instructors share their experiences in instruction as well as gain perspectives of seeking education through an online environment.

What are the results / measurable outcomes?

CETL conducts student (faculty participants) evaluation at the completion of each course. The feedback obtained from these evaluations has been extremely favorable for the online courses offered to faculty through CETL. A clear majority of those responding to evaluations felt that Desire2Learn was reliable, easy to use, and that the technology used supported the course content. Additionally, participants indicated that they intended to take more courses delivered in this format.

It was noted multiple times that the exchange of ideas that took place on the discussion boards was particularly valuable to faculty. In addition, faculty indicated in their evaluation responses that the course content was organized in a manner that facilitated learning; that there was a good balance between activities (discussion, practical work, reading, assignments, etc); and that the instructor used a variety of teaching methods to enhance the learning of course material.

When asked what could be done to improve the course, faculty indicated that they were extremely satisfied with the current courses. There were some requests to offer further advanced courses, and a suggestion to add more video clips.

Because of the high satisfaction rate of the online courses, CETL is planning to develop other online faculty professional development opportunities in response to faculty requests.

Contact Information

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Program	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014
Non-Occupational Programs	Humanities and Fine Arts Art Foreign Language History Humanities International Studies Literature Music Theater	Social and Behavioral Sciences Anthropology Economics Education General Student Development Human Geography Physical Education Political Science Psychology Reading Sociology	Written and Oral Communications English Journalism Speech	Mathematics Math	Physical and Life Sciences Astronomy Biology Chemistry Engineering (Pre-Professional) Geology Physical Geography Physical Science Physics
Cross-Disciplinary Programs	Vocational Skills	Transfer Functions & Programs including AA, AS, AES, AFA,AAT and AGD Degree Programs	General Education	Adult Basic/Secondary Education English as a Second Language	Remedial/Developmental Education
Student and Academic Support Services	Financial Aid	Athletics	Advising/Counseling	Admissions Registration and /Records Student Life Disability Services Learning Support Services Testing Tutoring	Career Services/Job Placement Library

CTE Programs	FY 2010	FY 2011	FY 2012	FY 2013	FY2014
01 Agriculture, Agriculture Operations and Related Sciences	Ag General – 0100-N/A Ag Bus-0101 –N/A Ag Prod-0103 –N/A Ag Services-0105 –N/A Hort-0106 –N/A Animal Science – 0109 – N/A	Ag Mech-0102			
03 Natural Resources and Conservation	Nat.Res. – 0301 –N/A Nat. Res. Mgt – 0302 –N/A Forestry -0304 –N/A Wildlife-0306 –N/A				
09 Communication, Journalism, and Related Programs			Mass Comm –0901 – N/A Journ-0904 – N/A Radio/TV-0907 – N/A Pub. Relations/Advt – 0909 – N/A		
10 Communications Technologies/ Technicians and Support Services			Radio/TVTech-1002-N/A Printing/Pub – 1003 ●Graphics Software Level I BVS ●Graphics Software Level II BVS ●Multimedia Design AAS		
11 Computer and Information Sciences and Support Services			General- 1101- N/A Comp. Prog.-1102 – N/A Data Proc.-1103-N/A Info Sci – 1104 – N/A Data Entry – 1106 ●Microcomputer Specialist AAS ●MOS Word Preparation BVS Graphics/Database -1108 ● Advanced Web Design BVS ● Web Design BVS ● Web Technician BVS Networking – 1109-N/A Sys Admin – 1110 – N/A		

Program	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014
12 Personal and Culinary				Cosmet-1204 – N/A Culinary-1205 ● Culinary Mgmt-Culinary Arts AAS ● Culinary Mgmt – Cooks Helper BVS ● Culinary Mgmt- Restaurant Management AAS ● Pastry Arts AAS ● Pastry Chef Assistant VS ● Lead Baker BVS ● Baking Assistant BVS ● Prep Cook BVS ● First Cook VS ● Restaurant Operations VS	Mort Sci- 1203 – N/A
13 Education		Special Ed – 1310 – N/A Teacher Ed – 1312 – N/A TEFL – 1314 – N/A Teacher Ass't- 1315 – N/A	Inst. Media – 1305 – N/A		
15 Engineering Technologies/ Technicians	Envir Cont-1505 – N/A	Indust Prod-1506 ● Mold Making VS ● Thermoplastics Injection Molding BVS Mining/Petroleum-1509 –N/A	Elcty/Elctr-1503 – N/A Electromech-1504 ● Industrial Manufacturing Technology AAS ● CNC Operator BVS Computer Tech – 1512 – N/A	Civil Eng-1502 – N/A Construction Tech – 1510 – N/A CAD/CADD – 1513 ● Computer Aided Design AAS ● Practicing Professional-ProE BVS ● AutoCAD BVS ● CAD Drafting BVS	Quality Cont – 1507 –N/A Mech Eng – 1508 – N/A Misc Eng – 1511 – N/A
16 Foreign Languages, Literature, and Linguistics				Foreign Lang – 1601 – N/A Sign Language – 1616 – N/A	
19 Family and Consumer Sciences/Human Sciences		Child Development-1907 ● Early Childhood Education VS ● Montessori Infant/Toddler BVS ● Montessori Early Childhood BVS	Clothing – 1909-N/A	Food Nutrition – 1905 – N/A	Home Furn – 1906 – N/A
22 Legal Professions and Studies			General Legal-2200–N/A Legal Asst-2203 ● Legal Office Assistant VS ● Nurse-Legal Consultant BVS ● Paralegal AAS ● Paralegal BVS		
23 English Language and Literature/Letters				Tech Writing – 2311 –N/A	
25 Library Science					Library Asst – 2503 – N/A

Program	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014
30 Multi/ Interdisciplinary Studies					ACC/Comp Science – 3016 – N/A
31 Parks, Recreation, Leisure, and Fitness Studies					Parks Mgt-3103 – N/A Hlth/PE/Fit-3105 ●Personal Trainer BVS
36 Leisure and Recreational Activities			Leisure Activities – 3601 – N/A		
41 Science Technologies/ Technicians		Bio Tech-4101- N/A ●Histotechnology AAS ●Histotechnology VS Nuclear-4102 –N/A Phy Sci-4103 –N/A			
43 Security and Protective Services			Criminal Justice-4301 ● Criminal Justice AAS ● Public Safety Communications VS ● Public Safety Communications BVS ●CRJ Law Enforcement VS Criminology-4504 – N/A	Fire Protection – 4302 ● Fire Science & Safety AAS ● Fire Science & Safety VS ● Fire Science BVS ● Fire Officer I BVS ● Hazardous Materials & Apparatus BVS ● Emergency Mgt – 4303 – N/A	
44 Public Administration and Social Service Professions		Pub Admn-4404 – N/A Soc Serv-4407 ● Human Services AAS (Early Childhood Education Option; Family Violence Counseling Option Human Services Generalist Option; Substance Abuse Counseling Option) ● Human Services VS Family Violence Counseling			
46 Construction Trades	Construc Trades – 4600 – N/A	Masons.Tpsr-4601 – N/A Carpentry-4602 – N/A	Elect- & Pwr-4603 – N/A	Construc Mgt – 4604	Plumbing-4605 – N/A

Program	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014
47 Mechanic and Repair Technologies/ Technicians		Ind Equip-4703 <ul style="list-style-type: none"> ● Electrical Systems BVS ● Automated Electronic Systems BVS ● Mechanical Systems BVS ● IST/Maintenance Technology AAS Veh Rep-4706 <ul style="list-style-type: none"> ● Automotive Service Technology AAS ● Automotive Electrical Specialist BVS ● Brake and Suspension Specialist BVS ● Engine Mechanical Repair Specialist ● Engine Performance Specialist ● Transmission and Drivetrain Specialist BVS Repair Tech – 4799 – N/A	Elcty/Elctr-4701 <ul style="list-style-type: none"> ● Computer Service Technician BVS 		HACR-4702 <ul style="list-style-type: none"> ● Energy Management AAS ● Energy Management VS ● Heating, Air Conditioning & Refrigeration AAS ● Heating AC & Refrigeration Level I BVS ● Heating AC & Refrigeration Level II BVS ● Heating AC & Refrigeration Level III VS
48 Precision Production			Woodwork-4807 – N/A		Prec Metal-4805 <ul style="list-style-type: none"> ● Sheet Metal Mechanics VS ● Tool and Die Making BVS ● Machine Tool Technology AAS ● Machine Tool Operations VS ● Welding Fabrication Technology AAS ● Welding VS ● Welding BVS ● Arc Welding BVS ● Mig Welding BVS
49 Transportation and Materials Moving		Air Trans-4901- N/A Veh Oper-4902 <ul style="list-style-type: none"> ● Truck Driving Owner/Operator BVS ● Truck Driving BVS Railrd Op-4904 – N/A			
50 Visual and Performing Arts	Theatre-5005 – N/A				Graphic Art-5004 <ul style="list-style-type: none"> ● Graphic Design AAS (Computerized Graphic Design Option) ● Web Design AAS

Program	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014
51 Health Professions and Related Clinical Sciences	Nursing-5116 <ul style="list-style-type: none"> ● Nursing AAS ● Practical Nursing VS ● Basic Nurse Assistant Training Program BVS ● NCLEX-RN Remedial Certificate BVS (1/1/08) Training Program BVS Misc Hlth-5126 – N/A	Comm Disord-5102 – N/A Hlth Asst-5108 <ul style="list-style-type: none"> ● Physical Therapist Assistant AAS (8/1/07) Mntl Hlth-5115 <ul style="list-style-type: none"> ● Human Services Generalist VS ● Human Services Substance Abuse Counseling VS 	Hlth Med Serv-5107 <ul style="list-style-type: none"> ● Medical Office Assistant VS Massage Therapy - 5135	Dental-5106 <ul style="list-style-type: none"> ● Dental Assisting VS ● Dental Office Aide BVS ● Preclinical Dental Assisting BVS Diagnostic-5109 <ul style="list-style-type: none"> ● Emergency Medical Tech-Paramedic BVS ● Surgical Technology VS ● EMS BVS ● Radiography AAS (8/1/07) Dietician – 5131 – N/A	Med Lab-5110 <ul style="list-style-type: none"> ● Clinical Laboratory Technology AAS ● Clinical Laboratory Assistant BVS ● Phlebotomy BVS Opthal-5118 – N/A
52 Business	Hospitality Mgmt-5209 <ul style="list-style-type: none"> ● Hotel Management AAS ● Hotel Management Operations VS ● Hotel Management & Marketing VS ● Hospitality BVS Insurance – 5217 – N/A Tourism/Hosp – 5219 – N/A Retail Wholesale 5218 <ul style="list-style-type: none"> ● Retail Management-AAS ● Retail Management-BVS 	Entrep Mgt-5207 <ul style="list-style-type: none"> ● Entrepreneurship AAS ● Intermediate Entrepreneurship VS ● Advanced Entrepreneurship VS ● Introductory Entrepreneurship BVS Hum Res Mgt-5210 – N/A Intro Bus-5211 – N/A Mktg Mgt-5214 <ul style="list-style-type: none"> ● Marketing AAS ● Marketing BVS Real Est-5215 – N/A	Data Proc – 5212 – N/A	Adm & Mgt-5202 <ul style="list-style-type: none"> ● Management AAS ● Supervisory & Administrative Mgt VS ● Supervisory & Administrative Mgt BVS Adm/Sec-5204 <ul style="list-style-type: none"> ● Office Administration Technology AAS (Admin. Office Professional Option; Legal Office Professional Option; Medical Office Professional Option; Information Processing Professional Option; ● Administrative Office Assistant VS ● Information Processing Assistant VS ● Legal Office Assistant VS ● Computer Office Assistant BVS ● Data Entry Office Assistant BVS ● Information Processing Assistant BVS ● Office Assistant BVS ● MOS Excel Preparation BVS <ul style="list-style-type: none"> ● MOS PowerPoint Preparation BVS ● MOS Access Preparation BVS Business Comm – 5205 – N/A Construc Mgt – 5220 – N/A	Bus. Gen.-5201 – N/A Acct-5203 <ul style="list-style-type: none"> ● Accounting AAS ● Accounting/Office Technology VS Fin Mgt-5208 – N/A