Program Review Report

Elgin Community College
District 509
Elgin, IL 60123

August 2015

Contact:
Rose DiGerlando
Vice President for Teaching, Learning and Student Development
Phone: 847-214-7635
Fax: 847-622-3030
rdigerlando@elgin.edu
# Table of Contents

## INSTRUCTIONAL PROGRAMS – CAREER & TECHNICAL EDUCATION

<table>
<thead>
<tr>
<th>Program</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>5138</td>
<td>NURSING</td>
<td>3</td>
</tr>
<tr>
<td>5139</td>
<td>BASIC NURSE ASST TRAINING PROGRAM</td>
<td>20</td>
</tr>
<tr>
<td>1002</td>
<td>MUSIC PRODUCTION</td>
<td>34</td>
</tr>
</tbody>
</table>

## ACADEMIC DISCIPLINES - LIBERAL ARTS

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART</td>
<td>46</td>
</tr>
<tr>
<td>HISTORY</td>
<td>65</td>
</tr>
<tr>
<td>HUMANITIES</td>
<td>77</td>
</tr>
<tr>
<td>INTERNATIONAL STUDIES</td>
<td>95</td>
</tr>
<tr>
<td>MODERN LANGUAGE</td>
<td>102</td>
</tr>
<tr>
<td>MUSIC</td>
<td>118</td>
</tr>
<tr>
<td>POLITICAL SCIENCE</td>
<td>134</td>
</tr>
<tr>
<td>THEATER</td>
<td>145</td>
</tr>
</tbody>
</table>

## STUDENT AND ACADEMIC SERVICES

<table>
<thead>
<tr>
<th>Service</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FINANCIAL AID</td>
<td>160</td>
</tr>
</tbody>
</table>

## CROSS-DISCIPLINARY PROGRAMS

<table>
<thead>
<tr>
<th>Program</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>VOCATIONAL SKILLS</td>
<td>171</td>
</tr>
</tbody>
</table>

## GENERAL REPORT APPENDIX

- Results from Prior Program Reviews Report
- Articulation Summaries
- 5-Year Program Review Schedule

174
Elgin Community College – District 509 2015

CTE PROGRAM REVIEW REPORT TEMPLATE

<table>
<thead>
<tr>
<th>College Name:</th>
<th>Elgin Community College</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Number:</td>
<td>District 509</td>
</tr>
</tbody>
</table>

SUMMARY OF PROGRAM REVIEW RESULTS

CAREER & TECH ED PROGRAM REVIEWED IN ACADEMIC YEAR 2015

Program Identification Information

<table>
<thead>
<tr>
<th>6-digit CIP:</th>
<th>513801, 513901</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Cluster:</td>
<td>Health Science</td>
</tr>
<tr>
<td>Career Pathway:</td>
<td>Therapeutic Services</td>
</tr>
<tr>
<td>Program of Study:</td>
<td>Registered Nurse</td>
</tr>
<tr>
<td>Community College Program Title:</td>
<td>Degree Type:</td>
</tr>
<tr>
<td>Nursing AAS</td>
<td>03</td>
</tr>
<tr>
<td>Vocational Specialist Certificate in Practical Nursing</td>
<td>20</td>
</tr>
</tbody>
</table>

Action

☐ Continued with minor improvements
☒ Significantly modified
☐ Discontinued/Eliminated
☐ Placed on inactive status
☐ Scheduled for further review
☐ Other, please specify:

Introduction to the Nursing Program at ECC

Study in nursing emphasizes individualized instruction and goes beyond the traditional classroom by utilizing a combination of learning experiences such as hybrid and online instruction, simulations, multimedia, small group discussions, and laboratory practice. This approach places greater responsibility on individual students for their education and encourages each to develop the necessary skills for life-long learning. Upon completion of the associate’s degree, students are eligible to take the NCLEX – RN licensure exam to become a registered professional nurse (RN). The nursing program is approved by the Illinois Department of Financial and Professional Regulation and is accredited by the Accreditation Commission for Education in Nursing (ACEN).
FY10 Goals for Improvement (from previous Program Review Report):

- Related to the opening of the Health Career Center of Excellence Building in 2012:
  - Procure additional equipment for nursing validation labs and simulation rooms
  - Arrange for annual maintenance upgrades of simulation mannequins and software programs
  - Fill new position to manage simulation labs
  - Develop plan to coordinate across healthcare programs to develop multi-disciplinary activities
  - Hire new nursing faculty to replace retirements
  - Maintain master’s prepared clinical nurses in clinical education areas of acute care settings
- In conjunction with the excellent mentoring program for all new faculty at ECC, the nursing faculty plan to develop a formal mentoring toolkit for new nursing faculty so they may experience the support of the tenured faculty
- Continue to form clinical partnerships in the district and region as needed
- Submit the NLNAC focus report to complete the self-study process
- 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 appropriate use of technology in the classroom.
- NLNAC recommendations will be incorporated into the nursing curriculum.

Progress made towards these goals from FY10:

- In 2012, the Health and Life Science Building opened to students, faculty and staff. The center provides adequate space for nursing students to practice skills and utilize its computer labs.
- Patient simulation mannequins and software were purchased to mimic real-life scenarios that are often seen in the clinical setting, allowing for higher levels of clinical reasoning.
- Portable computers and scanners were also purchased to simulate electronic medical record charting as performed in the health care settings.
- In Fall 2012, a manager of Nursing Skills Lab was hired to manage the simulation labs, including mannequins and software programs.
A mentoring checklist was developed and will be implemented in Fall 2015. Currently, new faculty are mentored by seasoned faculty. A full-time position was opened due to retirement and has been filled.

New clinical sites have been added for nursing students including: Swedish American Hospital, American Home Health and Advocate Sherman West Court. ECC also renewed clinical relationships with Kane County Health Department, Marianjoy Rehabilitation Hospital, and Kindred Hospital in Sycamore.

Based on the recommendations from the Spring 2010 ACEN visit (formerly NLNAC), ECC nursing faculty examined and revised the current curriculum as necessary to show a progression of course outcomes from the first course to the last. All documents were submitted to ACEN in October 2012. As a result of this process, the program was granted re-accreditation status in March 2013 through Spring 2018.

Additional Accomplishments since FY10:
As a student success strategy, the program instituted the PSB-HOA exam as an admissions requirement with a minimum score of 25th percentile in all categories beginning in January 2011. Online scheduling for nursing labs through GoogleDocs was created for nursing students to sign-up for validations, as well as for practicing and remediating skills. The Nursing Program Outcomes Committee has developed and implemented graduate and employer surveys. A Director of Nursing was hired to manage the daily operations of the nursing and BNA programs, including meeting with clinical partners and securing additional clinical sites. Since 2013, Central DuPage Hospital has been utilized as a clinical site.

Nursing PROGRAM OBJECTIVES

Program Outcomes
Upon completion of the program, students will be able to:
1. Provide quality, holistic nursing care to diverse populations from a global community
2. Participate in life-long learning to maintain competency as a registered professional nurse and improve the quality of care
3. Apply critical thinking skills based on evidence to ensure the delivery of safe, quality care and promotion of health for patients within a family and community context
4. Implement the nursing role with integrity consistent with professional, legal and ethical standards of the profession
5. Collaborate effectively with members of the health care team
6. Use information and technology to communicate, manage knowledge and support decision-making for effective delivery of nursing care.
Demonstrated Outcome Achievement
Learning outcomes are being met at a very high level. ECC nursing students have consistently exceeded state and national licensure pass rates for the RN and LPN NCLEX examinations. At the course level, objectives are met through multiple evaluation tools which include: faculty developed and nationally standardized tests; patient care clinical practice and lab skills competencies; case studies; written patient care plan assignments; observations; research assignments; pharmacological dosage assignments and exams; electronic health record/patient data review and documentation. Each course in the program emphasizes the importance of the nursing process including critical thinking, clinical reasoning and clinical judgement when caring for patients across the lifespan.

Review of Current Curriculum & Outcomes
The program’s curriculum is reviewed regularly by faculty and administration, and is evaluated on course assessments. Weekly curriculum meetings are held throughout the academic year and the full-time faculty are grouped into four subcommittees to research and review current practices and recommend possible improvements to the entire faculty and the director. The program follows strict guidelines from the Illinois Nurse Practice Act and its national accrediting body, ACEN, which requires a routine and systematic review of the curriculum to ensure rigor, currency and the use of best practices. As curricular changes are discussed, all nursing faculty are given the opportunity to provide input. Issues are frequently debated within department meetings and agreement is eventually reached. The program consists of courses which cover theory, lab and clinical. In each subsequent semester, students will apply previously learned knowledge to the new learning context. Theory provides the foundation for nursing practice. Lab is used for learning, skill development and validation. Clinicals assist students in providing safe, patient-centered, and professional quality care.

The current curriculum relates to the college’s general education outcomes, most notably in the areas of reading, writing, critical thinking, information literacy and technology, and diversity/global awareness. A subset of courses also link heavily to scientific literacy.

The curriculum was last updated in 2012 as a follow-up to the ACEN requirements for reaccreditation. The program received its most recent accreditation in March 2013 which will last until the next site visit in 2018. Yet a major curriculum revision is underway for the program, with an implementation date of fall 2016. The content and outcomes of the courses are being revised to reflect updates in current nursing practice and are being aligned to clearly demonstrate a progression from term to term, culminating in the skills and outcomes defined for the program. A conceptual/medical model will be implemented across the lifespan. The focus will be on active learning in the classroom, lab, simulation,
and a variety of clinical experiences which will include community sites. Health promotion throughout the lifespan will be the main focus of the first semester and the older adult will be emphasized in the fourth semester. A broader array of clinical sites will be used to address the complex and chronic conditions of patients as well as reflect trends in how and where patients are cared for. These sites will include long-term care facilities, home health and hospice agencies and rehabilitation and sub-acute care settings in addition to the hospital settings. The new curriculum will help students gain a deeper understanding of concepts by connecting them to specific examples/exemplars that best represent the concept. Course content will be taught to promote student learning in order to cultivate higher levels of thinking. Students will be able to build on previous knowledge learned and can apply it to various areas of nursing practice as they are introduced throughout the curriculum and then as they are encountered in new patient situations throughout their nursing careers. Students will utilize clinical reasoning to make appropriate actions through clinical judgment in various healthcare environments.

**NEED**

Mostly due to retirements, the United States is expected to experience a nursing shortage over the next several years. Coupled with an increasingly aging population, the Bureau of Labor Statistics projects a 19% increase in available positions from 2012 – 2022; demand for qualified nurses will remain high. Settings for this need will be beyond the hospital, specifically in new areas such as extended care, sub-acute, rehabilitation, outpatient and preventative care, home health, and hospice care. These trends are affected by changes in Medicare/Medicaid reimbursements, implementation of the Affordable Care Act, new emphasis on preventative care, increasing complexities in patient care, and the extension of the natural life expectancy.

As a result of the current curriculum review, the LPN certificate option will be removed due to low employment opportunities for LPNs in the community. Feedback was solicited from advisory committee members who confirmed that Registered Nurses are the preferred level for hiring. Additionally, there is a currently developing trend for some hospitals to only hire BSN prepared nurses. In addition, many hospitals are also requiring their new associates level (ADN) nurses to receive their BSN degree within a specified timeframe from hire.

**Enrollment**

Enrollment in the program has not declined during the review period. The program’s current capacity admits 80 students each fall and 40 students each spring. The demand for
program admission is high and is expected to increase. There are always more applicants to the program than there are seats available. The new curriculum will continue to accept 120 students per year. This number cannot expand despite demand due to several external factors such as lack of available clinical sites, the increased need for more faculty due to lower ratios, and new rules for adjunct hiring as well as increasing program expenditures.

**Completions & Licensure**

Awards are granted at two levels, the vocational certificate LPN and the associate degree RN. Following completion of the first year of the program (as well as required general education courses), eligible students may apply to take the NCLEX-PN examination for practical nurses to receive the LPN license. Upon successful completion of the second year of the degree program and remaining required general education courses, graduates are eligible to apply for the NCLEX-RN examination for professional nurse licensure. As stated previously, due to low employment opportunities for LPN’s within the community, the LPN vocational certificate will be phased out starting Fall 2016. The program is in discussions with BSN schools to help provide a more seamless transfer for graduates seeking to advance their nursing degree.

ECC graduates have NCLEX-LPN and NCLEX-RN licensure pass rates that exceed state and national averages for many years.
As shown in the graphic below, pass rates have decreased since 2012 for the RN license. This is an expected change as the NCLEX-RN exam is reviewed and revised every three years by the National Council of State Boards of Nursing. The most recent version was purposefully made to be more challenging and rigorous, reflective of the increasing complexity of the knowledge and skill required to become an RN.

Placement/Employment
Due to high demand for nurses, graduates can obtain employment soon after receiving licensure, generally within six months to one year. Advocate Sherman Hospital, Alexian Brothers, St. Alexius and Saint Joseph are local hospitals which employ many ECC graduates. Currently, many ADN students are finding employment in long-term care settings where there is not an emphasis placed on the BSN. Advocate Sherman West Court also hires many of the college’s RNs. As well, trends in healthcare are decreasing the length-of-stay for
patients in hospitals and transferring them to outpatient and community settings. The new curriculum will be focused on a variety of clinical settings, and expanded employment opportunities will follow.

As an ACEN requirement, job placement surveys are sent to graduates within a specific timeframe post-graduation. The program set the job placement rate threshold at 75%, which it continually exceeds. The most recent survey data from IR reports a placement rate of 92% for 2012, 89% for 2013 and 96% for 2014. Graduates are also asked to rate their satisfaction with preparation for employment. This figure hit 95% for spring 2014. Additionally, 45% of graduates who responded report that they have enrolled in a BSN completion program in the 2013 and 2014 administrations of the survey.

**COST-EFFECTIVENESS**

The program received a large donation ($27,622) from the ECC Foundation in 2014. Part of the money is planned to go towards creating a Home Health simulation which will mimic a patient’s home environment. Money will also go towards large equipment and supplies purchases (such as Pyxis medication administration machine) which helps to offset additional costs to the program budget. Generally speaking, the program plans to incorporate more simulation into the teaching and learning process, which will require more supplies and equipment. To achieve efficiencies, the program shares costs of instructional supplies and laundry services with the BNA program.

Several changes within the program are affecting the budget. The ACEN mandated revisions to the curriculum have decreased total credit hours from 77 to 70. At the current tuition rate of $119 per credit, this change will decrease incoming tuition by $833 per graduate, amounting to $99,960 per annual cohort of 120 students. A decrease in student ratios at clinical settings (from 10:1 to 8:1) will affect sections and capacity to run clinicals and more faculty will be needed to teach the same number of students. Additionally, new rules capping the number of credit/contact hours to be taught by part-time faculty will require the hiring of still more adjuncts. Increasing the tuition rate per credit hour for the nursing program, or charging per contact hour, is one recommendation to offset such additional costs to the program.

While nursing revenue has had a modest increase for the past five years due to tuition increases, the cost of teaching faculty remains a concern. The cost for full-time faculty has increased more than $255,000 over the past five years, and the cost of part-time faculty has increased more than $60,000 for the same period. New equipment warranties and maintenance agreements have extended the nursing budget approximately $20,000 each year. According to one calculation, the nursing program would collect approximately
$300,000 in additional revenue each year if tuition were changed per contact hour instead of per credit hour. A differential tuition scale or increased fees are something to consider in the future for all health professions curricula which include high contact-to-credit hour courses.

QUALITY

Strengths
The program maintains strict admission requirements as well as grading and progression policies which set the groundwork for student success as well as ensure the quality of the program and its graduates. Simulation will be used to address all aspects of patient care across the lifespan. The new Health and Life Science building was designed to leverage this type of teaching. Current nursing research supports simulation as improving critical thinking and clinical judgement. It also develops the ability to recognize deteriorating patients.

The program maintains strong clinical partnerships and is highly regarded within the community. All faculty, full- and part-time, have expert knowledge in the areas they teach and maintain expertise in current nursing practice through continuing education. The curriculum of the program is reviewed on an ongoing basis and recommendations are made for improvement. ECC’s nursing program promotes credential attainment by recruiting from its own BNA program and partnering with NIU’s RN-BSN program. The program has also established relationships with multiple RN-BSN programs to create transfer guides for ECC nursing graduates which facilitate a more seamless transition into these advanced baccalaureate programs at other universities.

Student Retention Rates
To successfully progress through the program, students must pass each of their courses each semester with a minimum grade of C. Retention rates at the individual course level are high. Student cohorts tend to decrease in the third and 4th semesters due to attrition. Student attrition primarily occurs due to academic difficulty or medical reasons. Students who fail a course within a semester must re-enroll in the course and pass with a C or higher before progressing. Two course failures will result in program dismissal. Program improvements are having the most impact during the first year, which will ultimately affect student performance in the second year. Some program improvements include: online adaptive nursing resources, NCLEX-RN review book and resources, academic support from faculty and staff, lab support, library support and psycho-social/wellness support.
Analysis by term has shown a higher attrition rate during the fall terms when 80 students are admitted to the program compared to 40 students each spring term. When the new curriculum is launched in fall 2016, the plan is to admit 60 students each fall and spring which should provide more balance and bring a higher caliber of students into the program.

**Student Success Rates**
As mentioned, students must successfully complete all nursing courses with a grade of C or higher. The program experiences a higher failure rate during the 2nd and 3rd semesters. Success and completion of the 4th term are expected to be high as the most motivated and committed students have made it this far.

**Course Assessment**
Clinical assignments and patient-care activities have been revised to emphasize critical
thinking and clinical reasoning. Instructional delivery of nursing skills are routinely updated based on current healthcare practice. Simulation activities, including de-briefing sessions have also been integrated into a few nursing courses.

The aforementioned activities are used to guide students to prioritize and manage care to a variety of patients across the lifespan, examine patient information, use clinical reasoning to make sound clinical judgment, and evaluate nursing interventions provided -- all while utilizing the nursing process. Areas of knowledge deficits are identified by faculty and improvement strategies are addressed and reinforced throughout the students’ clinical and simulation experiences. Students who are unsuccessful on the HESI Management or HESI Exit examinations in the 4th semester must undergo remediation with faculty and/or the Retention Specialist prior to graduation.

To promote active learning in the classrooms, faculty utilize a variety of instructional methods, including small group activities, case studies, concept-map activities, role playing and audio-visual materials. Video demonstrations of nursing skills are available online for students to view and practice. These skills videos were developed by the Nursing Skills Lab manager in the fall of 2014 and spring of 2015.

Discussions have begun to form a testing committee and implement a testing policy program-wide. The testing committee will be comprised of members of the nursing faculty and director with the responsibilities of developing a formal testing policy and reviewing test items on exams that have been developed by faculty. Discussions have also been raised to investigate the use of test analysis programs to statistically analyze the validity of test questions. Studies show an increase in program success rates and NCLEX pass rates with the development of a testing policy.

As mentioned, the program is currently under significant revision. Once implemented, a formal course assessment schedule will be created for the new curriculum.

**Student Success Strategies and Improvements**

Successfully passing all courses in the degree is not sufficient for becoming an RN – graduates must also successfully pass the national licensure exam. The following strategies have been implemented to increase student success in the program and on the exam:

- Students admitted to the program receive a 1-year access to online adaptive quizzing consisting of 10,000+ practice questions, interactive resources, patient scenarios, and nursing content review (CoursePoint by Lippincott).
- Additionally, newly admitted students receive a 2-year online access to nursing resources which include case studies, critical thinking questions, content review, test-item practice questions, and remediation strategies (Evolve by Elsevier).
• All students enrolled in the 2nd semester must purchase an NCLEX-RN review book and complete practice questions throughout their time in the program.
• Full-time and part-time nursing faculty and lab instructors are available to offer remediation to students.
• Various resources are provided by the college, including tutoring services, library services and writing assistance.
• Graduating students receive a remediation guide, which provides a list of strategies for passing the NCLEX examination.
• Students are strongly encouraged to take an NCLEX-RN review course in preparation for the licensure exam.
• Students working full-time while enrolled are more likely to be unsuccessful in the program. Due to the amount of work required in the program, (lab and clinical hours) students are strongly encouraged to decrease their work hours.
• Students with psycho-social issues or medical issues are also more likely to fail or withdraw from a course or the program. Students are encouraged to utilize the support services provided by the Retention Specialist and wellness professionals. They are also encouraged to monitor and take care of their own health.

Student Satisfaction and Engagement
The Nursing Program Outcomes Committee has developed and implemented surveys for students related to satisfaction, curriculum, learning outcomes, job preparation and employment and are given to students at the end of the 2nd and 4th semesters depending on the survey. Data is collected, reviewed and shared with nursing faculty.

The program sponsors a student club, Associated Nursing Students, which serves to promote unity among ECC students, enhance communication between students and faculty, enrich the nursing education experience, promote pride in the school, and serve the community. Active participation allows the nursing student the opportunity enhance his/her organizational and leadership skills. In spring 2015 the club won a programming award for putting together the Be a Hero organ donor campaign; the student Fundraising Chair won the Rising Star award, and Faculty Candy Moore was awarded Advisor of the Year.

Advisory Committee and Employer Feedback
An advisory committee meeting is hosted annually and includes clinical partners from external agencies. ECC nursing graduates also attend the advisor committee meeting. Current trends in nursing practice and other topics are discussed.

The Nursing Program Outcomes Committee has developed and implemented employer
surveys which are required by ACEN. Institutional Research assists with the distribution and data tabulation. For the most recent data available, HR departments and Unit managers across multiple healthcare agencies report a satisfaction rating of 3.25 on a 4-point scale of Strongly Agree to Strongly Disagree. While response rates are low (which IR describes as typical), the committee is satisfied that the findings indicate another attribute of program quality.

To maintain expertise and remain current in healthcare, faculty attend conferences that focus on clinical practice and the profession of nursing such as the Concept-Based Curriculum Symposium; Nurse Tim: Nuts and Bolts for Nurse Educators; Flipping the Classroom without Flipping Out workshop; Certified Nurse Educator workshop; International Nursing Association for Clinical Simulation & Learning conference; Laerdal Simulation User Network conference; Advancing Care Excellence for Seniors workshop; and Innovations in Cardiology: Heart Sounds 2015 workshop, among many others.

**Alternative Modalities**

Due to the nature of the program, online instruction is generally not a chosen modality. This is also governed by state guidelines. One non-clinical course, NUR 224, is offered in a hybrid format and provides students with the benefit of reduced on-campus/in-class time to more flexibly accommodate the clinical course they are taking simultaneously during the fourth semester. However, within the structure of the new curriculum, this course will no longer be offered on its own, rather, the content will be integrated within other courses throughout the curriculum.

Where possible and practical, faculty are integrating the use of Desire to Learn technology to enhance classroom teaching and learning. It is also utilized for student communication and uploading course documents.

**Collaborative Relationships**

An internal collaboration has been established with the library and their *mobile library outreach program*. Staff librarians are stationed at convenient locations throughout the semesters to assist nursing students with research questions before and after classes.

Externally, in collaboration with Advocate Sherman West Court and Highland Oaks in Elgin, the program has expanded long term care and rehab clinical experience opportunities. As many graduates are obtaining employment in long term care, it is important that they have exposure to this type of setting as students. Community-based partnerships have expanded with a collaboration with American Home Health and the Kane County Health Department. The program collaborated with Alexian Brothers Health System and Presence Saint Joseph Hospital to offer blood pressure screenings to the community as a way of promoting cardiovascular health and awareness. Nursing students do blood-pressure screenings at
college events for ECC students and staff as well. The partnership with Northern Illinois University has been strengthened whereby ECC promotes their BSN completion program to currently enrolled and prospective nursing students. Currently the program is in discussions with BSN schools regarding possible dual-enrollment and 3+1 partnerships. Presence Saint Joseph Hospital has a “Transition into Practice” program in which nursing graduates are hired and mentored over a period of two years. Many ECC graduates have participated in this program.

Innovations
The program is committed to pursuing new and creative ideas, including teaching methodologies which promote engagement and student learning to achieve desired outcomes. Poll Everywhere technology has been used in a course to encourage interaction. The previously mentioned Home Health simulation is an exciting innovation. This learning activity will help to engage students, foster critical thinking, and teach the concepts of safety in a novel clinical environment. A personal protective equipment (PPE) simulation activity was developed to teach students about infection control. This knowledge and skill became critical for nurses, especially during the Ebola outbreak in 2014. Another simulation developed identified safety errors and hazards within a patient environment to demonstrate means for delivering safe and effective care (program outcome #3).

Nursing faculty Michele Brynelsen received the NISOD Award for College Excellence in Teaching and Leadership at the national conference in Austin, Texas in 2014.

PLANNED IMPROVEMENTS/GOALS
Next Year
- Finalize and submit revised curriculum to Curriculum Committee, ICCB, State Board of Nursing and ACEN for approval. Implement new admission requirements and procedures.
- Decrease student ratios to 8:1 and less from current 10:1 in the clinical settings
- Begin to develop simulation experiences to replace a portion of traditional clinical hours
- Begin communicating the new program to prospective nursing students at various information sessions, such as ECC’s College Night and at area college/career fairs
- Withdraw the LPN vocational certificate option
- Provide recommendations related to the funding imbalance between revenue generated and expenditures for faculty, supplies, and support
- Implement mentoring checklist for new adjunct faculty to orient them to program curriculum and clinical requirements
Next Five Years

- Implement the new curriculum for Fall 2016 cohort.
- Incorporate simulation experiences within each semester of the program, which may require the hiring/training of additional lab staff to support student learning
- Hire new full-time nursing faculty to replace retirements
- Hire additional part-time nursing faculty
- Develop a testing committee to review and revise nursing exams, which will include investigating the use of test-analysis programs and training for faculty on test-item writing and statistical analysis.
- Continue to seek and secure affiliation agreements with clinical sites as needed
- Continue to partner with BSN schools to create and maintain transfer planning guides to allow seamless entry for students into the RN-BSN programs
- Complete the self-study report for ACEN by the next re-accreditation site visit in spring 2018

Support Needed to Accomplish Planned Improvements

The program is challenged by a shortage of clinical sites. Sites are difficult to obtain due to many factors, including: increased competition among nursing programs; increased number of nursing students coupled with the reduction in student-to-instructor ratios places an increased burden on nursing staff within the hospitals; decreasing patient census in hospitals which decreases the number of students that can be accommodated in the setting; and clinical agencies giving preference to students from BSN programs.

To increase the use of simulations, additional budget will be needed for equipment and supplies. Additional lab staff will be needed to assist lab instructors; these new staff members will need formal training. It is still unknown the number and mix of full- and part-time staff needed to accomplish these goals as well as how training will be accomplished.

As described in this report, the reduction of student-to-faculty ratios coupled with the hiring rules for adjunct faculty will require the hiring of more faculty. This will require financial support in the budget and from Human Resources. The new faculty mentoring checklist also becomes that much more important.

Investigation of test-analysis programs will require additional support, perhaps from Institutional Research. Product and training costs are unknown at this time, but will need to be added to the program budget when the subcommittee is ready to move forward with the improvement strategy.
How does this program meet the minimum criteria of a Program of Study, as mandated by the Federal Carl D. Perkins Career & Technical Education Improvement Act of 2006 (Perkins IV)?

a) Does the program incorporate & align secondary and postsecondary education elements?
A formal program of study for the nursing degree is in place for high schools in districts u46, d300, d301 and d303.

The program’s admission requirements include pre-requisite courses in chemistry and biology.

b) Does the program include academic & CTE content in a coordinated, non-duplicative progression of courses?
Yes. Course content is leveled across four semesters of increasing difficulty. Each course is leveled according to the program student learning outcomes using Bloom’s taxonomy. Additional required coursework is strategically placed within the program’s entrance requirements (pre-requisites in biology and chemistry) and semester structure (degree requirements in communications, microbiology, and humanities & social/behavioral sciences).

c) Does the program offer the opportunity for secondary students to acquire postsecondary credits (dual credit)?
Students can study for and obtain their BNA license while in high school which can prepare them for entry into the Nursing degree program. While in high school they also can be eligible to enroll in Principles of Biology, Human Anatomy and Physiology, Intro to Healthcare Vocabulary, Intro to Psychology, Principles of Sociology and/or English Composition I.

Additionally, students who complete one year of high school chemistry with a minimum grade of C will receive ECC college credit towards the AAS degree in Nursing as chemistry is a pre-requisite for nursing program entry.

d) Does the program lead to an industry-recognized credential or certificate at the postsecondary level, an Associate’s degree or Baccalaureate degree?
Yes. Completion of the first year of the program leads to a Vocational Specialist certificate in Practical Nursing and eligibility for LPN licensure. Completion of the 2-year program leads to an Associate of Applied Science in Nursing degree and
eligibility for RN licensure. Graduates with LPN or RN licensures can obtain employment. Graduates with an RN license are also eligible to enroll in an RN-BSN program to obtain a baccalaureate degree in nursing. The profession then offers more advanced education at the master’s level.
CTE PROGRAM REVIEW REPORT TEMPLATE

<table>
<thead>
<tr>
<th>College Name:</th>
<th>Elgin Community College</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Number:</td>
<td>District 509</td>
</tr>
</tbody>
</table>

SUMMARY OF PROGRAM REVIEW RESULTS

CAREER & TECH ED PROGRAM REVIEWED IN ACADEMIC YEAR 2015

Program Identification Information

<table>
<thead>
<tr>
<th>6-digit CIP (1 CIP per template):</th>
<th>513902</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Cluster:</td>
<td>Health Science</td>
</tr>
<tr>
<td>Career Pathway:</td>
<td>Therapeutic Services</td>
</tr>
<tr>
<td>Program of Study:</td>
<td>Certified Nursing Assistant</td>
</tr>
<tr>
<td>Community College Program Title:</td>
<td>Basic Nurse Asst Training Program BVS</td>
</tr>
<tr>
<td>Degree Type:</td>
<td>30</td>
</tr>
</tbody>
</table>

Action

☒ Continued with minor improvements
☐ Significantly modified
☐ Discontinued/Eliminated
☐ Placed on inactive status
☐ Scheduled for further review
☐ Other, please specify:

Introduction to the BNA Program at ECC

The Basic Nurse Assistant program is a one semester seven credit-hour course (NUR-105) which prepares students to seek employment as certified nursing assistants. Upon completion of the certificate, students are eligible to take the Illinois state competency examination for certification. Passing this exam, and being listed on the Nurse Aide Registry in Illinois, is required for employment. The program is approved by the Illinois Department of Public Health.
FY10 Goals for Improvement (from previous Program Review Report):
Goals in the FY10 report were combined for both the BNA and Nursing degree programs as preparations were underway to move into the new Health Careers building in January 2012. Additional equipment was cited as a need for validation labs and simulation rooms, as well as staff to run the labs. Clinical partnerships would continue to be established for experiential learning opportunities. BNA faculty were encouraged to take advantage of learning opportunities to further implement the use of teaching/learning strategies in the classroom and clinical settings. Specifically for BNA, the program was to develop a letter for admitted students to detail all of the program requirements.

Progress made towards these goals from FY10:
The new building opened as planned. Sufficient equipment and technology is in place to allow for simulation experiences and critical thinking learning opportunities. A manager for the Nursing Skills Lab was hired. New clinical sites have been added for the BNA students over the past five years. Also as planned, a standardized letter was developed for entering students, including clinical requirements that are to be completed prior to the start of class. This information is also accessible on the ECC website and in the course catalog.

Additional Accomplishments since FY10:
A BNA Boot Camp experience was developed in collaboration with the Health Retention Specialist beginning in Fall 2012. The Boot Camp is required for all students and is held for three hours one week prior to the start of class. The materials address study skills, test taking strategies and time management – all factors affecting student success.

Program entrance requirements were also strengthened to include the PSB-HOA (Health Occupations Aptitude Exam) exam starting in Fall 2012. The minimum score for students entering the BNA program is the 12th percentile (it is higher for other health professions programs).

A Director of Nursing was hired in May 2013 to manage the daily operations of the Nursing and BNA program, which includes meeting with clinical partners and securing additional clinical sites.

Progress in the BNA program is focused on several key objectives within the Strategic Plan:
Goal 1: Foster a Learning-Centered Environment
  • 1.3 – Expand the use of supplemental instruction models: Simulations as a teaching method
• 1.5 – Teach students the skills needed to assume responsibility for their own learning: Faculty provide skills demonstration in the laboratory setting. Student mastery of those skills must be evident in both lab and clinical prior to course completion

Goal 2: Promote Student Goal Completion
• 2.1 – Accelerate student progression through coursework: Allowing students to re-enroll in the BNA program for a second time if they previously failed the course
• 2.4 – Improve placement processes to assist and support various student populations: Continue to review/validate the PSB-HOA placement scores for student success

Goal 4: Promote Greater Transparency, Efficiency, and Accountability in college Processes and Systems
• 4.1 – Proactively solicit feedback from students, employees, and communities in the evaluation and improvement of processes: Annually invite clinical and educational partners from the 509 community to an advisory committee meeting to seek feedback on curriculum, employer expectations and current healthcare practices

Goal 5: Strengthen Educational and Workforce Partnerships to Create a More Responsive and Sustainable Community
• 5.1 – Formalize expectations for advisory boards and other sources that inform future curricula, programs and services: Revised BNA curriculum per IDPH guidelines
• 5.2 – Leverage community partnerships and legislative advocacy efforts in ways that support learning and student success: Continue to form clinical partnerships throughout the district and region

BNA PROGRAM OBJECTIVES

Program Outcomes
Upon completion of the program, students will be able to:
• Describe the health care team and the role of the nurse assistant
• Identify the scope of practice for the nurse assistant, including ethical and legal responsibilities to the patient/resident
• Provide quality and safe nurse assistant care in performance of procedure skills for the patient/resident
• Apply knowledge and skills when caring for a patient/resident with acute, chronic, or terminal health care needs
• Demonstrate assisting with rehabilitation and restorative nursing care to the adult and older adult

**Demonstrated Outcome Achievement**
Students demonstrate competency for each of the outcomes as evidenced on the examinations, lab and clinical practice, and skills performance. The most recent course assessment report (filed for Fall 2013) documented that 37 of 38 students successfully passed the performance skills competency evaluation checklist.

**Review of Current Curriculum & Outcomes**
The curriculum is guided by the Illinois Department of Public Health. Due to a change in guidelines by the IDPH, curriculum updates were last made in 2014 and are approved through August 2015. Lab and clinical faculty-to-student ratios were decreased, allowing faculty more time to nurture, teach and collaborate with students during that portion of the educational experience. Additionally, the new guidelines further discuss the care of the patient/resident, allowing for the wider scope of practice in non-acute care settings.

**Relationship of Curriculum to General Education Outcomes**
The curriculum contributes in some fashion to the college’s general education outcomes of Reading, Writing, Scientific Literacy, Critical Thinking, Information Literacy & Technology, and Global Awareness, and to a lesser degree Quantitative Literacy.

**NEED**
There currently is high demand for Certified Nursing Assistants (CNAs) in both acute care and long-term care settings. Due to the growing elderly population, the demand for CNAs will continue to increase. Officials from Advocate Sherman Hospital stated their plan to hire additional CNAs as part of a strategic priority to provide quality, safe nursing care. Some BSN (Bachelor-level) nursing programs require students to obtain CNA certification prior to program acceptance. Students living in district 509 have the opportunity of taking ECC’s BNA course at a lower tuition rate to meet this requirement.

**Enrollment**
There has been a decline in enrollment over the past few years as more strict entry requirements were put into place and enforced. Students entering the program must show proof of negative criminal background and drug screen results and meet other health requirements. As well, the number of available seats was reduced due to the changes in
IDPH student-to-faculty ratios. IDPH now requires 15:1 ratios in all lab settings (decreased from 20:1:1 and 8:1 in clinical settings (decreased from 10:1:1). Fluctuations in enrollment are not anticipated over the next review period. Due to the new ratio mandate, ECC cannot offer additional sections with its current number of faculty and available clinical sites.

**Completions**

The number of certificates awarded over the review period has trended with enrollment. 2010/2011 was the highest enrolled for ECC on record, also reflecting the highest number of awards granted in the BNA program.
Placement/Employment
The program has most recently partnered with Advocate Sherman Hospital and Advocate Sherman West Court to create a pipeline of BNA graduates to consider for current CNA openings at both facilities. ECC and Advocate staff are in communication to create increasingly better ways to mutually benefit from the partnership. Presence St. Joseph Hospital, Little Angels and Visiting Angels Home Health are also current partners where graduates have opportunities for employment upon program completion. Visiting Angels Home Health and Little Angels allow students to work as CNAs prior to certification (passing the exam) with IDPH approval, but must obtain certification within a specified time frame. The Nursing director and BNA faculty receive many job postings from various healthcare agencies seeking qualified CNA candidates. Expected average wage for a newly hired CNA is between $10.00-13.00/hour.

According to the career-tech follow-up survey, 73% of BNA graduates reported they are employed at least part-time, with 68% of them in a position related to their program. Only 12% report being unemployed and seeking a position. 87% of students report being satisfied with the information on employment received from their program and 84% are satisfied with the career planning services they received at ECC.

Furthering Education
The BNA program also serves a need by introducing students to the healthcare industry and the nursing profession. Many BNA grads apply and are accepted into ECC’s nursing degree program, giving them an advantage. Nursing students who are CNAs already have a foundation in healthcare, including patient rights and safety and infection control. They also are more comfortable in their interactions with patients/residents and with members of the healthcare team. Often, after completing the degree program, these graduates are able to secure employment as a nurse at their place of CNA employment. Additionally, 44% of BNA graduates on the CTE survey indicate they are currently enrolled in a college or university in a related program.

COST-EFFECTIVENESS
The tuition collected for the Basic Nurse Assistant Training Program has decreased over the past five years due to the closing of one section in response to decreased faculty to student ratios allowed in the lab and clinical settings. As the cost of teaching faculty continues to rise and the number of hours that part-time faculty are allowed to teach decreases, this creates a strain on the BNA program budget. The number of faculty has been reduced from five to three. According to a calculation, the nursing program (including BNA) would collect approximately $300,000 in additional revenue each year if tuition were charged per contact
hour instead of per credit hour. A differential tuition scale may be something to consider in the future for health professions curricula which include high contact to credit hour courses. The BNA program was fortunate to receive a large donation from the ECC Foundation in 2014. A portion of the money was used for equipment to be utilized in simulation activities and some will go towards BNA supplies to offset additional costs to the program budget. The use of such simulations will increase over the next few years, requiring additional funds for development and supplies.

QUALITY

Strengths
Program completers have enjoyed a 100% pass rate on the state competency exam. This is due in large part to the qualified faculty who each have worked in healthcare for over 20 years and are highly skilled. Each faculty has a minimum of a bachelor’s degree in nursing and maintains expertise in their area through continuing education courses. Clinical faculty currently work in healthcare as registered nurses. As a central theme to this report, the program maintains strong relationships with secondary schools and healthcare agencies in the community. Within the Health Professions division, retention strategies have focused on strengthening student success regardless of program.

Student Retention Rates
The division enjoys the services of a dedicated retention specialist. Faculty meet with her weekly to identify weak and/or struggling students and discuss plans for support and remediation. In particular, students working full-time while enrolled in the program are more likely to be unsuccessful due to time constraints with studying. Time management is discussed and stressed.

An arrangement has been made with the tech-prep program to allow qualified high school students to repeat the BNA course for a second time if they have previously failed. There has been a decrease in success rates for these students, so a second chance is needed. Students without prior college experience (not only currently enrolled high school students) also have a higher risk of failure as they can struggle to keep up with the demanding workload spread between learning theory, practicing skills in the lab and performing in clinical.
Course Success Rates

Students must achieve an average grade of C (80%) on the first three exams or they will fail the course and not proceed through the semester. These exams focus on priority concepts all students must know prior to practicing in the clinical settings. After successfully passing these exams, students must continue to maintain an 80% throughout the remainder of the course and also achieve a minimum of 80% on the comprehensive final to pass the course. Students who successfully pass the first three exams but do not continue to meet the 80% threshold are required to meet with the full-time faculty for a minimum of one hour of remediation. After this, students are given a second knowledge-based test to assess their level of understanding. They then meet with the faculty for another hour upon successful completion of this test. This test is not counted in the student’s grade, but is simply a remediation tool to ensure they can become successful in the program.

Prior to each unit exam students are encouraged to attend a review session taught by the Health Retention Specialist. Key concepts of patient/resident care, including the role of the CNA are addressed in these sessions.
Course Assessment
As mentioned, the course curriculum is guided by IDPH. There are a total of 199 skills specified by the State of Illinois for students to know in order to function effectively as a Certified Nursing Assistant. A skills checklist was updated in 2014 to include 9 additional skills based on areas of current practice for a nursing assistant. A total of 30 selected skills must be successfully validated to successfully complete the course. There has been a decline in the number of opportunities for students to practice and validate only in the hospital/acute care setting, therefore, in 2015 these will expand to rehab and long-term care settings as well.

The PSB-HOA pre-entrance exam and the boot camp workshop are means to set students up for success. However, students who seem most at risk for failing the course are those without prior college experience.

Licensure Pass Rates
ECC’s BNA program has achieved a 100% pass rate on the Program State Competency exam. The state average for community colleges in 2013 was 90.7% and 88.9% in 2014.

Student Success Strategies and Improvements
The introduction of the PSB-HOA entrance exam was an improvement over the one-dimensional COMPASS reading exam. The PSB-HOA assesses many areas to predict success: academic aptitude, spelling, reading comprehension, knowledge in natural sciences, and vocational adjustment index.

In addition to the placement score and boot camp, mandatory lab practice was instituted in 2012. Students are required to complete 16 hours of lab time outside of class to practice required skills prior to clinical experiences with patients and/or residents. Students are
strategically paired (stronger with weaker) with peers to practice and perform the validation skills. Students not meeting this requirement must instead complete a total of a total of 20 hours prior to clinical entry. Tech-prep students are mandated to attend lab on campus an additional two days per week to practice their skills and remediate with the full-time faculty.

At the beginning of each course, students receive the IDPH task list guide. This guide includes a list of skills/activities performed by CNAs within their scope of practice. The guide is reviewed in detail, serving as a beneficial resource to prepare students for program success and certification.

Clinical instructors, in addition to the ECC faculty, are available during office hours at designated clinical facilities to offer assistance with required skills. In addition to the Health Retention Specialist, students also have access to a Wellness Professional, who can assist them with psycho-social support, emotional wellness, crisis intervention, wellness education, and referrals to community resources, such as the Student Assistance Program.

**Student Satisfaction and Engagement**

Engagement is exemplified via participation in the Skills USA state and national competitions. BNA students attend the Illinois State Skills USA Competition in Springfield, IL. ECC’s students have won first place in nursing assisting each time they have participated.

- April 2011 – 1st, 2nd, and 3rd place for Nursing Assisting and 1st place in Medical Math
- April 2013 – 1st, 2nd, and 3rd place for Nursing Assisting
- April 2014 -- 1st place for Nursing Assisting

In June 2011, ECC’s BNA students attended the National Skills USA competition in Kansas City, MO, placing 2nd in the country for Nursing Assisting and 5th for Medical Math.

Within the classroom setting, the faculty demonstrate the skills, but students work together in small groups and use interactive videos to enhance and reinforce their learning. These videos support current evidenced-based nursing practice. The course management system, D2L, is utilized for student communication and uploading course documents.

While working and learning in the clinical settings with preceptors, students are receiving hands-on training by providing care to patients/residents, allowing students to act as members of the healthcare team. Here they receive on-site practice for the role of the CNA, including communication skills, safety procedures, and legal and ethical practices.

Students are satisfied with their preparation for the licensure exam (which as mentioned has 100% pass rate). Comments on student evaluation of instruction forms consistently give faculty high remarks. 94% of students on the career-tech follow-up survey indicate
they were satisfied with the job preparation received from the BNA program. The vast majority were satisfied with the content of their program skills courses and lecture/lab experiences, with 74% and 76% respectively indicating “Very Satisfied”.

Advisory Committee and Employer Feedback
The BNA program has an annual advisory committee meeting and uses it as a means to proactively seek feedback regarding BNA preparation in the changing healthcare environment. It is comprised of representatives from the clinical partner sites. As well, BNA faculty and program administration meet throughout the academic year to discuss state guidelines, standards of practice in the clinical settings, student outcomes in lecture and clinical, and ongoing plans for improvement.

In collaboration with Advocate Sherman Hospital, the program expanded its long-term care and rehab clinical experience for students to Advocate Sherman West Court. Many graduates are obtaining employment in the long-term care arena, so it is essential that students have exposure to this type of healthcare setting.

Employers have expressed great satisfaction with ECC’s BNA students. This is evidenced by the many partnerships within the community and employers recognizing the stellar reputation of the program.

Alternative Modalities
The BNA program can only be offered in face-to-face and in-person clinical format. The nursing program is exploring means to utilize online technology to enhance learning and manage resources for students.

Collaborative Relationships
BNA faculty and administration collaborated with ECC’s associate dean for college readiness and high school partnerships to develop a one-hour orientation program for dual-credit high school students and their parents, which extends after ECC’s general orientation program each spring (starting in May 2011). It covers specific BNA program information and strategies for student success.

Another collaboration was done with the coordinator of the Youth Transition program and Workforce Transitions to develop a two-hour BNA career module workshop for students interested in the program. It includes a mini-lab lesson and covers expectations of the program and strategies for student success. This was also implemented in May 2011.
Innovations

BNA faculty Linda Wallace received the NISOD Award for College Excellence in Teaching and Leadership at the national conference in Dallas, Texas in 2013.

Equipment and technology available in the new building are second to none. There are patient simulation mannequins which mimic real-life scenarios and portable computers and scanners to simulate the electronic medical record charting performed in healthcare settings.

The BNA students benefit from being coupled with the nursing program. As an example of innovation, nursing faculty and the manager of the nursing skills lab developed a simulation activity focused on infection control in Fall 2014. The simulation requires students to put on and remove personal protective equipment according to healthcare guidelines to maintain the safety of patients and the public. A patient safety simulation was developed to identify safety errors and hazards within a patient environment as a means of delivering safe and effective care. Next, development of a home-health simulation will be explored where students will assess the home setting to identify measures that can impede or promote safety for the client. This activity will help engage students, foster critical thinking, and teach the concepts of safety in a “clinical” environment. The use of such simulation will increase over the next few years, requiring additional funds for development and supplies.

PLANNED IMPROVEMENTS/GOALS

Next Year

- The BNA program will continue to partner with Tech Prep H.S programs to allow H.S. students to repeat the program for a 2nd time, if they received a course failure on their first attempt
- Continue articulation agreements with the 5 local high schools to offer dual credit to students who take BNA courses at their respective high schools.
- Continue to update BNA online resources for prospective students.
- Incorporate simulation activities into lab time
- Utilize Long-Term care and Rehabilitation facilities for clinical experiences
- Continue to partner with clinical agencies to create a pipeline of past and current BNA graduates for employment
- Continue to hold annual advisory meetings at ECC as a way to proactively seek feedback from clinical affiliates
Next Five Years

- Continue to review PSB-HOA pre-entrance exam scores of BNA students to ensure the required minimum passing standards support student success
- Create a Home Health simulation. The simulation would mimic an elderly’s home environment. Students will be required to “assess” the environment for safety issues
- Include Adaptive Quizzing into the curriculum- online resource for students to practice test questions related to various course content
- Utilize Dementia/Alzheimer’s DVD’s as a resource to assist students in identifying care needs of the targeted population

Support Needed to Accomplish Planned Improvements

As with all health professions programs, the BNA program will continue to need additional partnerships with long-term care and rehab agencies for student clinical placement and subsequent employment. Additional funds will be needed to pay for simulation development and additional instructional supplies

PERKINS

How does this program meet the minimum criteria of a Program of Study, as mandated by the Federal Carl D. Perkins Career & Technical Education Improvement Act of 2006 (Perkins IV)?

a) Does the program incorporate & align secondary and postsecondary education elements?

- The program coordinates with the Director of High School Partnerships to partner with Tech Prep High Schools in the community (U-46, District 300, 301, 303). The program offers dual credit opportunities for high school students who come to ECC to take the BNA course.
- The program articulates with high schools in the community (Streamwood H.S., Fox Valley Career Center; Bartlett H.S., Larkin H.S., Elgin H.S., and South Elgin H.S.). Students are able to take a BNA course at their respective high schools which result in articulated credit for those students.

b) Does the program include academic & CTE content in a coordinated, non-duplicative progression of courses?

Yes. The course content meets state guidelines to be certified as a nursing assistant.
c) **Does the program offer the opportunity for secondary students to acquire postsecondary credits (dual credit)?**

Yes; the BNA program partners with schools from the four feeder districts (U-46, d300, and d301, d303) to offer NUR-105 as dual-credit. Additionally, students from five high schools (Streamwood, Fox Valley, Bartlett, Larkin and Elgin) are able to earn articulated credit for the course after successful completion of the course at their high school.

d) **Does the program lead to an industry-recognized credential or certificate at the postsecondary level, an Associate’s degree or Baccalaureate degree?**

- Yes; upon completion of the BNA program, students receive a Basic Vocational Specialist Certificate from ECC. Graduates are then eligible to take the Certified Nurse Aid Competency Exam (issued by the Illinois Department of Public Health) which leads to CNA certification. CNA certification leads to employment. CNA’s can obtain employment in a variety of healthcare settings.
SUMMARY OF PROGRAM REVIEW RESULTS

CAREER & TECH ED PROGRAM REVIEWED IN ACADEMIC YEAR 2015

Program Identification Information

| 6-digit CIP (1 CIP per template): | 100203 |
| Career Cluster: | Arts, A/V Technology & Communications |
| Career Pathway: | Audio and Video Technology and Film |
| Program of Study: | Audio Systems Technicians |
| Community College Program Title: | Music Production BVS |
| Degree Type: | 30 |

Action

X Continued with minor improvements
☐ Significantly modified
☐ Discontinued/Eliminated
☐ Placed on inactive status
☐ Scheduled for further review
☐ Other, please specify:

Introduction to the Music Production Program at ECC

The Music Production Program was introduced in 2010; with a certificate offered beginning in 2012. This program prepares students for both entry-level recording studio work and provides the skills to record and produce their own music. Throughout the program, students gain knowledge and experience in industry-standard recording software and practices. They learn how to identify and apply common audio effects through their use of ProTools, Logic, and other common audio software programs.

FY10 Goals for Improvement (from previous Program Review Report):

• Develop six courses and offer a certificate 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).

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.

Progress made towards these goals from FY10:

- Six courses in music production were developed, and a basic vocational certificate in music production was made available.
- The use of VPA 191D (now called H142) was abandoned because the benefits of that space as-is allowed other programs to use it with success. Instead, H121 was converted into a full-time studio room.

Additional Accomplishments since FY10:
EARS (ECC Audio Recording Society), a student club, was formed to foster student-driven activities and goals.

MUSIC PRODUCTION PROGRAM OBJECTIVES

Program Outcomes
Upon completion of the program, students will be able to:

- Demonstrate their ability to plan and execute a recording session.
- Integrate knowledge of audio production as they mix recorded songs to create a product.
- Listen with informed ears to popular recordings.
- Create musical compositions using industry-standard software and synthesizers.
- Develop portfolios of knowledge attained in the program.
- Display understanding of the music business by reviewing and creating sample documents related to networking, promotion and career.

Demonstrated Outcome Achievement
Program outcomes are well-represented throughout the curriculum. Each program outcome is introduced in the appropriate class(es). Some outcomes are introduced in multiple courses because of a lack of sequence in the introduction and non-sequenced courses. For example, the outcome 'Develop portfolios of knowledge attained in the program' is introduced in MUS 150, 155, 160, and 170 because they can all be taken
without a program pre-requisite. Students also have the opportunity to receive practice on outcomes both before and after mastery is achieved. The recording techniques sequence relies on building skills. Therefore, once a skill is mastered in one class, it is still practiced in a successive course.

Students demonstrate mastery in two methods. A portfolio is generated at the conclusion of every course, which verifies that students have sufficient knowledge of content. In the application-based classes (MUS 160, 171, and 172), final projects are submitted for evaluation, which assess the mastery of the applied concepts.

**Review of Current Curriculum & Outcomes**
The Music Production program encompasses 6 courses in music production. Course details are as follows:

**Introductory courses (Year 1):**
MUS 150: Introduction to Music Production: Listening & FX. This course is an introduction to the type of listening that an audio engineer must perform. It is important that this class is not a hands-on course, because it encourages students to use their most important tool, their ears. This course provides a solid foundation in commonly used studio effects, the use of effects in popular recordings, and instruments used in popular recordings and genres. When students complete this course, they will be able to identify common effects and instruments, assessed by identification of their use in audio examples.

MUS 170: Recording Techniques I. This course provides the foundation of knowledge and experience for the hands-on work in a recording studio. Objectives include: appropriate use of studio equipment (microphones, cables, and pre-amps) and development of standard recording techniques while encouraging creative reasoning in adapting and inventing new techniques.

MUS 150 and MUS 170 are both required in preparation for the second-year sequence of MUS 171 and MUS 172. These two courses (171 and 172) offered as a Fall-Spring sequence to allow the same students to progress together, fostering teamwork and collegiality among students.

MUS 171: Advanced Recording and Mixing. This course builds on the knowledge and experience gained in the first-year courses MUS 150 and MUS 170. The hands-on aspects of MUS 170 are paired with the listening and comprehension skills of MUS 150. Students will plan and execute recording sessions, taking various roles and responsibilities, and
create a final “mix” of a recorded song. The mix will include use of the effects that were learned in MUS 150 to create a mix that is clear, well-balanced, musically interesting, and of industry-standard loudness.

MUS 172: Mastering and Distribution. The final course in the 170, 171, 172 sequence, this class has the main objective of album creation. In MUS 171, students created songs. In MUS 172, students will take songs and prepare a long-format album. Course objectives include: understanding how Equalization, Compression, and Reverb apply to album creation to assemble a cohesive product (i.e. “Mastering”), and understanding how modern distribution of music leads to different techniques in the mastering process.

Non-sequenced courses:
MUS 155: Seminar in Music Business. It is not enough to be a skilled audio engineer in today’s industry. One must also possess the skills and experience to make connections, be interviewed, and ultimately pass an interview on their way to a career. This course gives students experiences in the music business. This is not a course where students simply take notes and read out of books. Instead, experiences are provided in the areas of Managing, Artist & Repertoire, Songwriting, Performing, Copyright Management, Resume Writing, Interview Skills, and other areas of the music business. By the conclusion of this course, students will have the skills necessary to prepare a resume and win a job.

MUS 160: Fundamentals of Music Technology. This course is designed to give students hands-on experience in the creation of digital music, using industry-standard software. Increasingly, professionals are using computer-based music software to create music without the use of recording equipment. This course gives them the understanding and experience to do this type of work. Objectives include: understanding file compression (e.g. MP3, FLAC files), understanding MIDI (an interface between musical keyboards and computers used in software-based composition), and the manipulation of digital audio.

NEED
The courses in music production are designed to give students skills they need to either gain entry-level internships in music production or enter a four-year program in music production with a skill set above their peers (and in some cases, proficiency out of their first year of classes). A specific sequence has been designed that gives students important audio and listening early in the program. In the upper level courses, they use those skills to excel at hands-on work. The education-first, experience-second approach of the program works well to provide a foundation before transitioning into the workplace.
According to the Bureau of Labor Statistics, Occupational Employment Statistics Survey & the Illinois Wage Information studies, the need for professionals in this field (classified as “Audio and Video Equipment Technicians”) is projected to increase 14% from 2012 to 2022 nationally, and 18% from 2012 to 2022 statewide. To prepare for the change in demand students are encouraged to work towards program completion.

**Enrollment**

Since the inception of the program in the fall of 2010, enrollment has steadily increased. In fact, while the college enrollment has declined 10% over the last several years, the music production program has flourished. For the past three years, the program has enrolled 115 to 125 students, annually. The introduction courses, specifically, have seen waitlists grown every term. Hiring adjunct faculty to support the growing student demand of the program is under consideration. If additional sections to the introductory courses were added, the demand for upper-level courses will continue to grow.

**Completions**
Placement/Employment
While the music production certificate program is a vocational (career-tech) program, the large majority of students do not attempt to find jobs in the field directly upon completion. Of the 35 students that have completed the program thus far, 3 have acquired internships in local businesses, with 2 being offered paid positions.

Students transferring to four-year programs were well prepared and have had great success. Direct feedback from students indicates the strong basis in theoretical concepts provides a solid foundation on which to build their music production skills.

The Seminar in Music Business course (MUS 155) gives students job-search and interviewing skills. Many students are simply not receiving these skills in other classes. This has been an integral facet of the program, and has been met with great success.

COST-EFFECTIVENESS
This program initially was created within the music department, and a separate department budget was created in FY2015. When this program was created, there was an understanding that it would take a large financial commitment to get the program off the ground. At inception, there was no equipment and no facility. Four years later, there exists a fully-functioning recording studio, a 4-station music technology lab, and the development of a mixing/project recording studio (to be shared with the Communication Design program). It is the assumption that as the program startup needs have been met, financial obligation will taper and level off, moving towards a maintenance model with periodic larger purchases to ensure currency with emerging technologies.

Programmatic needs that may require additional funding include:

1. An additional multi-station student lab. Software and equipment offerings of each lab would be evaluated to see if they should have different software in each lab. Labs of multiple levels would aid in cost-effective budgeting (2 years).
2. Hiring additional adjunct faculty.
3. Hiring additional full-time faculty. As the program continues to grow, and an associate’s degree is developed, the program may require additional full-time faculty. The current faculty is teaching at maximum levels, and the program could realistically double in five years. Additional course offerings in Composition, Songwriting, Popular Music History, and multiple levels of Music Technology (i.e. MUS 160) will warrant an additional, specialized faculty hire (5 years).

5. Ongoing maintenance and replacement of current equipment. As technology changes, the program must strive to maintain our currency. Additionally, audio equipment used on a regular basis is subject to failure. Both of these factors require funding to maintain standards of student engagement on industry-standard equipment. On the short term (1 year), we will need to replace both a desktop computer and a hardware audio interface device in the recording studio H121 (completed Summer 2015). In the long term (ongoing), equipment will need to be regularly updated and repaired (when faults occur).

QUALITY

Strengths
The Music Production program is unique and attractive to students because it provides a re-conceptualization of the school music program. For decades, the school music program has been group ensemble performance or classroom-based music theory. With the advent of affordable music technology, students have sought a formal education on these new tools.

The program’s priorities are focused on providing quality experiences for students in music production. This means giving the students the tools they need in the introductory classes, so that when they take the advanced classes, they are fully prepared. Faculty work hard to introduce complex concepts in an easy-to-digest method, while maintaining high standards of achievement. The effectiveness of this approach is evident in the program’s student success and retention rates.

Student Success Rates
Student enrollment and success rates for this new program have exceeded expectations. Student success rates for every class posted above 80% in 2014; considerably higher than ECC’s overall success rate of 70%. Success rates for all coursework in previous years ranged from 73% to 100%.
The course with the lowest success rate is MUS 150 - Introduction to Music Production (although still quite high at 80% in 2014). This is a bit of a “gateway” course, which introduces students to the program material and structure. If students are to be unsuccessful, this is the course in which they will find that out. Students do not take Music Production courses unless they have vested interest in the material.

**Student Retention Rates**
Retention rates are strong in the Music Production program. Only a couple of students have withdrawn from MUS 150 throughout the past 4 years. The upper level courses (MUS 171, 172) post 100% retention rates. By that point in the curriculum, students know what to expect of the courses and instructor, and are in-line with the expectations. The program has a higher rate of retention in the music production classes than ECC’s 86% overall rate, likely due to the focused interest in the material.
Course Assessment
As this is a new program, no classes have been previously assessed, but will all be assessed during the next five-year period.

Alternative Modalities
Currently, all coursework is offered face-to-face. The program relies heavily on hands-on experience and access to professional quality recording equipment.

Collaborative Relationships
Currently, there are not articulation agreements with local high schools or 4-year schools. Potential goals for the future include: reaching out to local high schools to recruit students into the program; developing a non-credit recording summer program for music teachers; and formalizing a transfer program with Columbia College.

Innovations
The entire music production program is dependent upon innovation. The program was built from the ground up to bring technology to the music department. Innovation in this field/program means staying current on recording technology and practices. This is a bit of a challenge in this field because we want to remain current, yet it is impossible to stay absolutely up-to-date on recording technology. Many new hardware devices and plug-ins are released regularly, and we simply cannot afford (in time or budget) to acquire and teach everything. The solution is to stay aware of emerging technologies, while instructing on the practices, devices, and software that have become industry practice.
PLANNED IMPROVEMENTS/GOALS

Next Year
- Explore “reach-down” approach, giving advanced students experience running sessions for intro recording classes
  - Revisit syllabus, consider adding requirement for every student to run (or co-run), depending on availability of students of MUS 171/172 and sessions in MUS 170
- Hire adjunct faculty to increase course offerings, accommodating increasing need for student enrollment
  - Determine appropriate courses to “hand-off”, while still ensuring program and course quality and consistency at all levels
- Open new mixing/project studio in H305
  - Work with CDN to implement a schedule and control access
- Return all equipment in studios to working order
  - Test all equipment; repair any faulty equipment

Next Five Years
- Pending RAMP document plan funding and implementation, the creation of a new music production facility
  - Meetings with architect/planners
  - Create equipment lists for new facilities
  - Work with Video Production & Digital Photography to discuss shared spaces and student check-out areas
- Develop concrete relationships with parent institutions for transfer credits and proficiency
  - Determine contact points at NIU, Columbia, and research other institutions
  - Present curriculum, seek feedback
  - Implement formal transfer credit and/or proficiency avenues for students
- Research an “open” studio for students to gain real-world experience working for clients (potential)
  - Explore ECC policy regarding competition with local businesses
  - Develop system of studio access without faculty presence
- Develop Associate’s Degree in Music Production
  - Explore adding faculty to take charge of “contemporary music” offerings (see Music Department Activity 4)
Research into comparable programs at both nearby colleges, as well as successful program from around the country.

Develop new classes to fill out current offerings, for example:

- History of Hip Hop (or Urban Music)
- History of Rock and Roll
- Composition (Working with new theory instructor)
- Songwriting

Send new classes to curriculum.

Upon approval of new classes, formally submit Associate’s Degree to curriculum committee.

Maintain current industry standard software and hardware experiences for students by upgrading and replacing outdated technology and software. Expand/relocate/add-to additional music tech lab space to accommodate additional course sections, as we are now using current facilities to capacity most semesters. We desire to expand course offerings, but will need additional lab facilities to maintain current student engagement levels.

Support Needed to Accomplish Planned Improvements

- Financial support from the college for important new adjunct and full-time faculty positions
- Funds to repair or replace faulty equipment
- Space and funds to implement RAMP document plans to fruition
- Funds to continue to keep software and hardware current with industry standards
- Additional space for music technology lab

PERKINS

How does this program meet the minimum criteria of a Program of Study, as mandated by the Federal Carl D. Perkins Career & Technical Education Improvement Act of 2006 (Perkins IV)?

a) Does the program incorporate & align secondary and postsecondary education elements?

The music production program does not have current alignment to any secondary education programs.
b) Does the program include academic & CTE content in a coordinated, non-duplicative progression of courses?
Yes. The courses within the program are offered in a logical progressions so students are prepared for more advanced courses through the required prerequisites.

c) Does the program offer the opportunity for secondary students to acquire postsecondary credits (dual credit)?
Not currently.

d) Does the program lead to an industry-recognized credential or certificate at the postsecondary level, an Associate’s degree or Baccalaureate degree?
Not currently.
ACADEMIC DISCIPLINE REVIEW REPORT TEMPLATE

<table>
<thead>
<tr>
<th>College Name:</th>
<th>Elgin Community College</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Number:</td>
<td>District 509</td>
</tr>
</tbody>
</table>

SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC DISCIPLINES REVIEWED IN ACADEMIC YEAR 2015

<table>
<thead>
<tr>
<th>Discipline Area</th>
<th>Art</th>
</tr>
</thead>
</table>

PROGRAM IMPROVEMENTS SINCE LAST REVIEW

FY10 Goals for Improvement (from previous Program Review report):

- 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. Administration and faculty will continue to explore ways to mitigate space constraints, with anticipated recommendation by June 2011.

- The department is exploring closer schedule coordination with the graphic design program, which has suitable 2D labs.

- Costs of equipment repair and replacement may become 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.

- 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.

- All art faculty continue to work towards the benchmarks which are being established by the Illinois Higher Education Art Association (IHEAA).

- Some faculty will also participate in the biennial Foundations in Art: Theory and Education (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.

- 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.
• Curriculum will be revised as needed to support outcomes/benchmarks identified by IHEAA and FATE.

Progress made towards these goals from FY10:

• The department has collaborated with the communication design program to share spaces, most particularly, digital photography, which now schedules classes in what are considered to be communication design (CDN) Mac classrooms. This collaboration has alleviated some of the space issues for the photography program, but has not resolved all of them. Alternative solutions are being considered.

• Ceramics kilns have been repaired and/or replaced

• Through a group faculty development grant, and with additional support from the division, the full time faculty have attended two FATE conferences in this time period, bringing back current ideas and trends to the department to share with the adjunct faculty. These ideas will result in changes in the curriculum.

• In addition, the instructional program coordinator has attended IHEAA meetings twice annually, reporting association recommendations, changes and issues back to the department.

• Funding was not received for an Art History position

• The program was unable to host a regional FATE conference for the 3D area because of a small fire caused by the outdoor glass-blowing kiln in fall, 2010.

Additional Accomplishments since FY10:

• Art appreciation and History of Art I, II and III developed and offered online sections.

• The kiln fire subsequently sparked an investigation by the fire marshal, who required that the college upgrade the facilities to current fire code before permitting classes be held in them. The 3D area experienced this fire just days before the start of the 2010 fall semester.
  o This event and the fire marshal’s edict, led to the cancellation of all jewelry, sculpture and glass-fusing classes - and required that we reorganize art offerings for students and faculty.
  o In the ensuing years, progress has been made to restore functionality of the labs, and most classes have been added back into the schedule.
  o It is unlikely that glass-blowing will be restored (cost-prohibitive), but ceramics, jewelry and glass fusing classes have resumed, with those labs having achieved near-full functionality (albeit with in-class bottled rather than piped gas).
  o However, the sculpture lab functionality remains severely hampered by an incomplete renovation of the space that leaves the college’s impressive
sculpture foundry unusable. This deprives art students of an important learning resource – and the opportunity to produce metal cast sculptures for inclusion in their transfer application portfolios. (Art students must pass a portfolio review before being accepted into a program. For example, while a student’s associate degree transfers readily to NIU, it does not gain them a coveted seat in NIU’s excellent art program.)

- The printmaking program has increased the number of sections offered, and has added silkscreen classes to the mix.
  - In the past 5 years, students have graduated or transferred successfully to NIU and other renowned undergraduate printmaking programs, including NIU, Columbia (Chicago), Wisconsin-Madison, Illinois State, Iowa, Western Illinois, University of Illinois in Champaign, and Rhode Island School of Design.
  - Several students have gone on to attend top-notch graduate printmaking programs, including the University of Colorado and Ohio University. All three first transferred to NIU before moving on to grad school.
  - One of our printmaking students was honored by Southern Graphics Council in 2012 with the Undergraduate Fellowship award, an award given once a year to one student in printmaking across the nation.
  - Also, ECC printmaking students have had some very promising success in the annual Skyway Student Exhibition. The "Best of Show" Award has gone to a different ECC student in four of the past five years. This is the top award for each year, out of all accepted entrants in all of the different media categories combined.

- The photography program has converted its former digital classroom into a sequestered printer and equipment storage room, which serves to house, maintain and check out equipment to students. These resources eliminate a barrier to enrollment; students do not need to purchase digital or traditional SLR cameras to take a class in the program. (The program will move its digital classroom to H302 in 2015FA. This room will serve as a combined photography and Mac lab shared with the Communication Design Department.)

- The art history program created course management templates within Desire2Learn that can be used by all faculty teaching in the program, as well as a searchable art resources repository for shared use.
ART DEPARTMENT OUTCOMES / CURRICULA REVIEW

Program-Level Student Learning Outcomes
The program has crafted four main outcomes which apply to the various paths students may choose within it.

1. Theory & content: Demonstrate familiarity with major concepts, movements, theoretical perspectives and historical trends.
2. Creation of art: Create well-crafted art objects or writing samples that reflect sensitivity to aesthetics and technique as well as historical and contemporary models of art.
3. Critical Thinking: Articulate visual observations, compare and contrast multiple artifacts, and discuss relevant interpretations with appropriate supportive vocabulary. Synthesize connections between different ideas and approaches to art.
4. Presentation Skills: Appropriately present artifacts both orally and visually.

Review of Current Curriculum & Outcomes
The program stays in regular contact with four-year institutions to ensure alignment to their curriculum. Related issues are also discussed at the FATE and IHEAA meetings, which the faculty coordinator attends. Pre-requisites are in place for appropriate course sequencing, though recent conversations have focused whether or not some studio courses should require pre-requisites. After debate and significant discussions, the program decided to leave the courses as open-entry allowing students to develop their skills according to their abilities. It is acknowledged that not all students will transfer into art programs and many enroll to pursue life-long learning.

Recent changes brought to the college’s Curriculum Committee include updated curriculum and learning outcomes for Design I (ART-109) to match transfer institution expectations, combining the second and third Art History courses into one (ART-153 absorbed into ART-152), the withdrawal of Color Theory Design (ART-116) and the addition of Darkroom Photography II (ART-124) and Glass Fusing II (ART-217).

Alignment to General Education Outcomes
Art program courses link most heavily with the general education outcomes of Critical Thinking, Reading, Writing, Information Literacy & Technology, and Diversity & Global Awareness. While some may touch on scientific principles, most will not strongly contribute to the Scientific Literacy outcome, nor the Mathematics outcome. All Art History and Art Appreciation courses contribute to student learning in these areas specifically by requiring a significant research paper. This project, which is required to pass the course, includes a visit to a major museum, an analysis of an art work, and historical background information based on research and the application of terms acquired in class. Program courses also
relate to developing other important common skills such as collaboration, problem-solving, research, discipline, persistence and the development of an entrepreneurial mindset. This last one is critical for success as a working artist, and the program is actively participating in the college’s exploration of this new and exciting concept.

**Articulation Review & Plans**

The five history and appreciation courses are articulated through IAI for general education. For credit in studio classes, articulation is based on a portfolio review. Acceptance varies by transfer school, though ECC students regularly receive credit for upper-level classes as their transfer institution. To provide our students with the best chance of success in entering their desired program, it is critical that the foundation courses (drawing sequence, 2D & 3D design, art history courses) support development of advanced skills and aesthetic sensibility. The program’s ongoing collaboration with Northern Illinois University (the school to which most ECC art students transfer) keeps faculty and curriculum apprised of, and aligned with, their expectations. Faculty from four year programs are invited to present to ECC students twice per year.

**NEED**

**Enrollment**

Overall enrollments in the program have generally followed the college’s growth and decline pattern over the past several years. While seat counts fell in FY14, they still exceed the count seen in pre-recession boom FY08.

![ART Enrollment (Seats), FY08 - FY14](chart)

To mitigate lower enrollment in more advanced courses, the program will offer combined, cross-listed studio classes of different levels. For example, Ceramics I & II are taught at the
same time in the same classroom. These six-contact hour courses offer primarily hands-on learning experiences for students. This allows the instructor to provide separate demonstrations to students in each class while the other group works. So while it may appear that higher level courses have been offered as a low-enrolled courses, this is not strictly true. Enrollment in the primary course typically offsets the upper level, bringing the total number of enrolled seats up to near or full capacity.

**General Education: Art Appreciation, Art History**

Art Appreciation (ART-115) is the highest enrolled course. It is a well-liked, high success rate general education course that many students utilize to fulfill the Fine Arts requirement of their associate’s degree or the Liberal Education requirement of their associate of applied science degree. This growth (displayed below) is primarily related to the introduction and expansion of distance learning sections. Online in particular has become extremely popular for this general education transfer course. The pent up demand for this course has been somewhat surprising.

The remaining general education courses in the program are the art history series. During the peak enrollment years of FY10 and FY11, demand was highest for History of Art I (ART-151) and History of Art III (ART-153). It should be noted that ART-151 is not a pre-requisite for the other courses, rather, they are simply delineated by the time period studied. ART-151 covers pre-history to the Renaissance, ART-152 covers the Renaissance to 1800 and ART-153 covers the 19th and 20th centuries. Recently, a curriculum change was implemented to combine ART-152 and ART-153 into one course. ART-154 is Survey of Non-Western Art, and ART-155 is History of Photography. Each of these courses, as well as Art Appreciation, can be used to fulfill associates degree requirements.
The remaining courses within the program are considered studio courses, and can be classified as 2D, 3D and photography. Demand for advanced studio courses is based on the number of students who wish to increase their skills in a particular area. Independent studies offer students the option of pursuing a studio interest even further. It is critical that these run on demand to help students gain demonstrable skills. Art students must pass a portfolio review (adjudicated by transfer institution faculty) to be accepted as studio art majors at senior institutions (this is also true for students starting at the four-year school, too, not just incoming transfers). If they don’t pass this review, they may be accepted by the institution, but not into the program of their choice.

**2D: Drawing, Painting, Printmaking, Screen Printing**

Studio class enrollments are fairly steady, and growing in the newer 2D areas of printmaking (ART-113/114) and screen printing (ART-117) courses. The highest enrolled subjects are in the foundational drawing course (ART-101/102), and painting (ART-107/108).
3D: Sculpture, Ceramics, Jewelry, Glass Fusing

As noted, the 3D area has retained most of the numbers it enjoyed in 2008, but 3D Design (ART-110), sculpture (ART-103/104) and glass fusing (ART-216) courses have been impacted somewhat by unresolved lab issues.

A small kiln fire led to restrictions imposed by the fire marshal that limited available lab space. Required to bring the labs up to current code before conducting (fired) classes, the college has implemented improvements in small stages, with the Foundry restoration planned for 2016 (the Foundry melts bronze for sculpture casting). Despite these challenges, 3D studio enrollments have remained fairly strong – thanks to the efforts of creative faculty who found innovative ways to share the single fired lab. We expect a resurgence of interest in sculpture classes when the Foundry is restored. Glass fusing classes were recently restored to the schedule as a Special Topics, and they are running at full capacity. Enrollments will appear as ART-216/217 in 2016. It is noted here that the two
sculpture classes (ART-103/104) are listed as suggested Industrial Technology electives within the Welding degree program.

Photography
Photography enrollments have been fluid. Changes to nomenclature and restructuring of courses has made it unreliable to trend all of the courses for the past few years. Previously, digital photography was offered within ART-200, the topics course, and its enrollment cannot be fully reported here. With the establishment of the formal courses in the program, enrollment has been appropriately diverted to the new introductory course (ART-122) and the trending will soon work itself out over time. The new introductory class was recently named Digital Photography (ART-122), and the previous intro course, Digital Manipulation (ART-220), was revamped to offer advanced content for the continuing student.

![Photography Courses Enrollments (Seats), FY08 - FY15](image)

COST EFFECTIVENESS
Like other high contact hour programs, studio classes take in revenue on the credit hour, but pay faculty on the contact hour. Art studio classes generate revenue for 3 credits but pay 6 contact hours, rendering these programs quite expensive. In addition, the hazardous nature of certain studio disciplines requires a great deal of oversight; this reality, combined with limited staff support and space means that a number of courses are capped at 12 seats, with most capped at 15.

The studio art courses generate $363,737 in revenue and $830,060 in expenditures. Looking just at supply lines and lab fees per credit hour, there appears to be a need to increase the lab fees or perhaps reduce supplies. Lab fees generate $44.33 per credit hour to support $64.17 in instructional supplies allocation. The Art History/Appreciation
program on the other hand, generates $413,123 against $278,271 in costs, netting $134,852 to support the studio programs. All together, the art program generates revenue of $775,860 and expenditures of $1,108,331. The credit/contact hour disparity is the chief culprit in creating this deficit.

The biggest challenge has been rebuilding and upgrading the entire 3D program after the kiln fire of 2009. This has entailed replacing and/or repairing old equipment such as glass and ceramic kilns and adding dampers and a burn out kiln to render the foundry functional. This finally will be complete in FY16. Tentative plans to restore glassing blowing have been abandoned due to the projected high cost (requiring the construction of a new studio.) During the intervening years, a series of stop gap steps were implemented so that classes could be offered, but the student experience was significantly curtailed. For several years, welding was allowed in one small lab. Classes were scheduled in all labs, but firing projects had to be taken to the single lab, creating a bottleneck for students needing to complete their work.

With the loss of the glass-blowing kiln (which previously did double duty as a burn-out kiln for lost wax casting), a new burn out kiln needs to be purchased to facilitate foundry casting. This kiln will then share the exhaust system with the foundry furnace (alternating use of the exhaust). A damper needs to be installed in the exhaust system to accommodate this. The college estimates that this will cost over $110,000. In addition, recent upgrades to the sculpture and jewelry labs omitted a manifold system for storing and regulating gas bottles outside. Improvements to shut-off systems are rendered useless without a basic manifold system to store and regulate gas, as we are then stuck instead with using small canisters of gas in the labs. These present a greater hazard for injury than do gas bottles stored outside in an explosion-retardant facility.

In order to restore the foundry to functionality, costs are estimated at about $130,000; this project is scheduled for completion in FY2016

The photography program has been approved to move forward with designating room H302 as a combined digital photography classroom and Mac Lab (shared with Communication Design), which is projected to cost $15,000 - 20,000 to add power, data ports and computer desks. Other anticipated expenses within the next 5 years include $30,000 for the photography program to tear out cabinets, install lockers, tables and chairs to remodel the photography finishing room to render it more viable as a teaching and learning space.

The program tries to create efficiencies where possible. Art History deliberately increased online offerings to support the costs of the overall program. Enrollments in these courses
have increased 9% over the past five years. As noted elsewhere, the studio programs will cross-list different levels of programs (e.g. Ceramics I & II) to maximize enrollment and efficiently utilize space and faculty time. The program has increased lab fees, but understands that the Board of Trustees is reluctant to raise them further unless absolutely necessary.

QUALITY

Student Success Rates
Success rates in the art program are generally very high. Rates by modality are displayed below. For all face-to-face sections, the program’s average in the low eighties exceeds the college’s 2014 average of 70%.

Hybrid and online sections of ART-115 were added in FY10 and online sections of Art History began in FY13. These offerings approximate the college average of 61% success in online and 64% success in hybrid. The program will prioritize improvement within online sections moving forward, as this is where there seems to be the greatest demand

Surprisingly, the face to face courses with the lowest success rate are Drawing I (ART-101) and Sculpture I (ART-103). While the rates till approximate the college’s average of 70% for face-to-face courses, these will be investigated. It is possible that students take these courses thinking they will be easy electives (there are no minimum competencies) – only to be surprised by the rigor of the courses.
Student Retention Rates

The retention rates for the program’s face-to-face courses are consistently high and even slightly above the college’s average of 87%. As noted above, there are no pre-requisites on studio art courses, and slightly lower retention rates in Drawing I, Sculpture I and similar studio courses may be due to student misconceptions about the demands of these courses. Retention rates in the program’s online offerings had been holding above the college’s average of 78% until dropping in FY14. As mentioned with success rates, this modality will be investigated to determine improvement strategies.

The retention rate in face-to-face sections of the highest enrolled course, ART-115, hovers around 90%, slightly higher than the college’s average of 87% for this modality. Online sections have lower retention rates, but have exceeded the college’s average of 78% until 2014. This will be investigated as the program prioritizes improvements in online sections.
The department believes that students who drop are often challenged by the necessity of a museum trip.

Completions
Students have the option to pursue an Associates of Fine Arts degree in either Art or Music. Most intending on transferring may declare a Fine Arts major, but complete a standard Associates of Arts degree. Those receiving the AFA are graphed below.

Course Assessment
The program has not consistently participated in the annual course assessment process. Eight courses have been assessed since 2007. Assessment has been conducted the most in Art Appreciation, the highest enrolled course, but reporting is lagging. As a goal for the upcoming review period, a plan and schedule will be created for the next five years. The
department would like to begin by assessing new courses as well as the new online sections of courses.

**Departmental Student Success Efforts and Improvements**

The entire faculty meets at least twice per year, often more frequently, to discuss issues related to the curriculum, student success and emerging trends. Each specialty area (2D, 3D, Photography, and Art History) often have their own meetings. In addition, each opening day the division devotes nearly its full meeting to engaging faculty in discussions about teaching strategies with the potential to improve student success.

In general, the program attributes high student success rates to the high-level of faculty-student engagement which is inherent in the art discipline. Faculty model appropriate behavior and provide students with the resources needed for success. This often means offering additional support and mentoring in the labs during office hours and beyond. In addition, the labs are supported by staff lab assistance, each of whom is a capable artist with expertise in the discipline.

The program offers multiple beyond-the-classroom learning opportunities for students to learn about the real lives of working artists. The program has organized competitive scholarships (funded by the John Grady Memorial Fund) for students to attend Society of Photographic Education conferences twice in this cycle, as well as offered other field trips (e.g. to famed photographer and former ECC student Sandro Miller). ECC photography students are doing well, transferring successfully to other institutions. One former student now serves as the Assistant Director of Elgin’s SideStreet Studio art gallery. He is also an exhibiting artist and will soon curate an exhibition of student work created as part of a capstone course project in ART 221 Studio & Location Lighting course offered every spring. The project is a photographic recreation of famous renaissance paintings using controlled studio techniques.

Students who are art majors demonstrate success through their portfolio reviews and subsequent transfer into upper-level courses at four year institutions. Studio courses demand rigor and perseverance to complete successfully. The program has changed the content of some courses to match the requirements of such Foundation programs. Faculty attend FATE conferences to keep with current curriculum. In addition, the program regularly partners with Northern Illinois University to offer workshops for ECC’s Foundations faculty (teaching Drawing I & II, Life Drawing, Art History, 2D & 3D Design courses) to ensure courses are current and instructors emphasize development of key studio skills required for advanced study.

The program has instituted a bus trip to a major museum to provide art appreciation
students with some of the resources needed to complete their major paper. Students are introduced to library resources and supported with library guides for ART-115.

The photography program has just moved digital courses out of a tiny, claustrophobic room to schedule around the CDN program offerings on the 3rd floor in building H. The program converted this old classroom into a sequestered printing room (minimizing damage/changes in settings) and an inventory storage room from which students can check out a digital or SLR film camera and other needed accessories. In the last several years, the program has created substantial inventory so that students don’t have to purchase a camera to take the course, removing a significant obstacle.

Desire2Learn is incorporated into face-to-face sections of most Art History and over half of the studio courses. Google Docs is another tool utilized by faculty to aid student learning. There has been a decided movement to increase exposure and access to instructional technology within the program. In addition, the division has been promoting more active engagement in classroom, group projects, discussion and hands-on projects in class. While studio classes are inherently hands-on, this emphasis has changed Art Appreciation (ART-115) significantly, with faculty engaging students in more group work, discussions and nascent efforts to flip the classroom, and to collaborate beyond individual classes.

Many courses offer proficiency credit for prior experience in both the studio settings and art history.

**Innovations**

Full-time faculty often attend conferences together and bring new ideas back to the program and into the classroom. Innovative ideas are discussed at regular department meetings as well. The 3D program has added 3D printing as a tool to make art. This cutting edge technology is just starting to be used in the art world.

**Faculty Recognitions**

Program faculty stay very active and exhibit extensively. Notably, Joel Peck’s work was exhibited at the Mid-America Printmaking Conference in October, 2014. Howard Russo’s sculptures have been on a rotating loan with NIU at the university’s visitors/welcome center since 2008. His work was exhibited in St. Charles’ “sculpture in the park” in 2009, 2010, 2012, and 2013, and in St. Charles’ “art around the corner” in 2010, 2011, 2012, 2013 and 2014. Marybeth Koos received the Outstanding Teacher of the Year award, and was inducted into National Institute for Staff and Organizational Development (NISOD) in 2012.
Alternative Modalities
All Art History/Art Appreciation courses are offered online as well as face-to-face. Studio classes cannot be offered in any other modality. Hybrid format sections have been offered in the past, but these sections seem to confuse students and don’t draw strong enrollments. The program will continue to explore options as needed to serve students.

As mentioned, many sections are enhanced with the D2L platform. Courses that utilize technology and large file sizes are often challenged by the college’s limited support capacity. Problems with accessing files, saving them, printing, can sometimes bring classes to a halt.

Collaborations
In 2014, the program collaborated with the Arts Center (an ECC auxiliary unit) on a project to celebrate its 20th anniversary. The Arts Center brought in artist Kevin Reese to work with sculpture students to create a large mobile for the arts center lobby to celebrate the artist Alexander Calder. A two-week artist residency was completed that resulted in the participation of 300 ECC students. Students learned principles of creativity, composition (color, shape, form, physical movement of art) and the physics of balance points by creating scale models of working mobiles. The project culminated in the installation of a 30-foot piece of mobile art – created by students – that currently hangs in the Arts Center.

Additionally, Mr. Reese worked with 180 students in art appreciation classes, so each student created a mini mobile, and he performed a short biographical play about the master mobile artist. This project exemplifies the art program’s desire for collaboration and to connect big ideas between disciplines (in this case between theatre, math, and art).

3D art/sculpture collaborates with the welding department to enhance student skills. Arts students gain technical welding skills and welding students study conceptual ideas and apply them to welding.

Art department faculty jury the U46 Art Exhibition annually.

The art history department collaborates with the political science department to offer a themed learning community – both the art appreciation and political science course focus on the idea of revolution. For example, students might use drawing/media based spheres to illuminate possible structures for a utopian society. This pairing has been running for six semesters.

One faculty member participated in an Academy for College Excellence Five-Day Experiential Learning Institute (FELI) and shared insights from this experience with division faculty on opening day in the fall of 2013.
The program continues to deepen its relationship with local and regional museums. Each semester, for example, the program hosts a field trip to a major museum. These are well attended (1-2 chartered buses) giving most students their first exposure to such an experience.

The department has a history of partnering with Northern Illinois University to offer workshops (here and at NIU) for faculty from both institutions to improve Foundations courses (drawing sequences, 2D, 3D studio and art history sequences). Full-time and adjunct faculty have attended these and adjusted courses accordingly.

PLANNED IMPROVEMENTS/GOALS

Next Year

- Restore Foundry to functionality to facilitate student access to key sculpture methods
- Develop 3rd floor digital photography/Mac lab
  - The budget review team approved the conversion of the previous classroom to storage in the fall of 2014, and encouraged the program to submit a budget plan for conversion of H302 to a shared photography/Mac lab. The H302 project has been approved.
  - While the photography program would prefer to have a dedicated space for photography students, this lab could support students in several disciplines that use Mac machines.
- Collaborate with CDN schedule/staff lab hours for new 3rd floor photography/Mac lab
- Establish schedule and implementation plan to ensure ongoing course assessments
- Continue to engage faculty in sharing best teaching practices (e.g. peer to peer exchange)
- Explore/implement strategies to sustain stable enrollment in evening studio courses

Next Five Years

- Research and implement strategies to mitigate factors contributing to lower success rates in online classes
- Consider strategies to reduce costs and/or increase revenue (e.g. align supplies costs and lab fees)
- Request additional faculty position for Art History/Appreciation to meet growing enrollments
• Remodel photography finishing room to improve it as teaching space (v. lab only)
• RAMP plan: support development of Arts Technology Building (backfill automotive when relocated); this is planned to include videography, music production and photography and an expanded scene shop for theatre. Vacated space in H will be used to expand/renovate other arts program spaces.
• Continue to support LVPA division priorities:
  o explore issues related to student success (e.g. disciplinary literacy, active learning)
  o help students connect big ideas across disciplines, and
  o foster development of teaching community (e.g. peer to peer sharing)

Support Needed to Accomplish Planned Improvements
• Funding for 3D lab restoration (already committed by President and Vice President of TLSD)
• Funding, equipment and upgrades to power data for H302 and H206 finishing room
• While it is uncertain when funding will be available to support programmatic upgrades and expansion, the college has submitted a Resource Allocation Management Plan (RAMP) to the State of Illinois for an Arts and Technology building, and has reserved the funds required to support this project. It would provide a new building for the automotive program and the expansion and retooling of arts technology programs including photography (ART), videography (CDN) and music production (MUS), as well as provide backfill space for other art programs. The Arts Center is over 20 years old, and technology has dramatically changed the nature of, and demand for, select arts programs. Drawing, painting and printmaking studio class enrollments are growing, and these areas could backfill space vacated by photography as it moves to the new Arts Technology building.
• The expansion would utilize 11,445 square feet of the first floor of Building G and a modest addition totaling 5,885 square feet in size would be constructed adjacent to the south end of the current Building H. Primary academic spaces in the Arts Technology Building would include but are not limited to:
  o Photography: digital laboratory, darkroom, process room, finishing room, printing room.
  o Shared spaces: lighting studio, production technology labs, rehearsal space, arts/technology gallery, student equipment check-out.
  o Media (video) production: soundstage lab, Foley sound effects lab.
  o Music technology: studio, mixing room, recording studio, duplication services.
- Scene-shop expansion.
- Faculty and adjunct faculty offices.

(Source: Resource Allocation and Management Plan Arts and Technology Executive Summary, June 2013)
ACADEMIC DISCIPLINE REVIEW REPORT TEMPLATE

<table>
<thead>
<tr>
<th>College Name:</th>
<th>Elgin Community College</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Number:</td>
<td>District 509</td>
</tr>
</tbody>
</table>

SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC DISCIPLINES REVIEWED IN ACADEMIC YEAR 2015

<table>
<thead>
<tr>
<th>Discipline Area</th>
<th>History</th>
</tr>
</thead>
</table>

INTRODUCTION

The goal of the History department at ECC 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 courses. Further, students will become aware of how the discipline of history works (i.e. the historical method).

PROGRAM IMPROVEMENTS SINCE LAST REVIEW

FY10 Goals for Improvement (from previous Program Review report):

- As a result of new library construction and remodeling, the department will enjoy 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
- The department will encourage faculty to participate in college professional development activities

Progress made towards these goals from FY10:

- After the remodeling of the 3rd floor of the B Building, the HIS/POS faculty and students have transitioned into the remodeled classrooms and offices. The department now has priority scheduling for 3 classrooms on the third floor and access to others as needed. The new classrooms are technologically up-to-date “smart” classrooms that make visual and digital enhancement of the classes possible. Each of these classrooms now has a document camera, facilitating projection of original source images.
- With completion of the new library, the program has expanded the history and political science collections of resources, including use of Films on Demand, thus
diversifying pedagogical options, enhancing student learning and increasing student success

- Two history courses are in development to be offered online in 2015: HIS-151: US History through 1865 and HIS-152: US History from 1870.
- Faculty did avail themselves of professional development opportunities and reported these in their annual self-assessments.

Additional Accomplishments since FY10:

- In February 2012 and November 2013, ECC hosted conferences for the Illinois Political Science Association (IPSA) with active participation from members of the history program.
- Telecourses have been phased out. They will be replaced by online sections beginning in 2015.
- One of the four full-time faculty members retired and was successfully replaced.
- Some faculty have participated in the division’s informal coffee chat series where faculty share teaching and learning experiences and ideas with the purpose of cultivating community.
- One program faculty participated in the planning and implementation of a federal Title VI grant awarded to the college aimed at global infusion of curricula specifically related to China and India. Two courses were developed, HIS-240: East Asian History to 1600 and HIS-241: East Asian History since 1600.
- Professors Malone and Newman were nominated as Teacher of the Year in 2012. Professor Newman was nominated again in 2013.

HISTORY DEPARTMENT OUTCOMES / CURRICULA REVIEW

Program-Level Student Learning Outcomes

Students enrolling in the history department will be able to:

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
Alignment to General Education Outcomes
Courses within the history department contribute most significantly to the college’s general education outcomes of Reading, Critical Thinking and Diversity/Global Awareness. At a moderate level, students will utilize and develop writing, information literacy and technology skills. Faculty have been engaged in interdisciplinary dialogue regarding critical reasoning and disciplinary literacy. The department supports these initiatives and will work together to provide exposure to students about what it is like to “do history” through research, reading, writing and analysis.

Review of Current Curriculum & Outcomes
Issues related to curriculum review are brought to the attention of department faculty by the instructional coordinator as needed. All division faculty meet together on opening day/convocation prior to the start of each semester, and once per semester as a department. There currently is not much debate or discussion regarding changes needed to the course offerings or their structures. Each course offered provides meaningful alignment to the overall program outcomes. Minimum Competencies prerequisites in reading and writing were added to the appropriate courses in fall 2006 and do not need revision. None of the courses has an additional pre-requisite; that is, students may take courses in any sequence. Learning outcomes for each course may be reviewed in the near future along with the Political Science department. No significant changes are anticipated in the next five years with the exception of expansion within the online modality. The fall 2014 department meeting was primarily focused on planning course assessments. It is difficult to find convenient time for all faculty to meet. Often, informal “hallway” conversations are had on topics such as emerging trends, student skills and other matters related to the discipline of history.

Articulation Review & Plans
Currently, seven of the program’s courses are not articulated with IAI. Such designation is not currently needed or desired for HIS-100: Topics in History, HIS-201: Modern European History, HIS-219: Honors Seminary in History, or HIS-297: Independent Study in History. While not a high priority, the department believes seeking articulation for HIS-170: History of Illinois would be a good idea.

A challenge exists to determine how to handle the curricular overlap between two pairs of courses. As mentioned above under Accomplishments, the department created two courses under parameters of the college’s Title VI infusion grant. HIS-240 and HIS-241 (East Asian History) became active in the 12/13 academic year and do not have IAI articulation. On the other hand, the department currently has another two related IAI courses, HIS-140 and HIS-141, History of Asia and the Pacific I and II. None of these courses has run within
this program review period. The department is in the process of trying to sort this situation out.

**NEED**

History courses everywhere fill the need for liberal education within American degree programs within the humanities and social sciences. ECC students may choose history courses to fulfill requirements towards any Associates or Associates of Applied Science degrees. As outlined within the IAI, courses will transfer to four-year colleges and universities. The vast majority of credit hours generated by the history department are for transfer credit. While not many ECC history students will go on to be historians, the coursework prepares them with the general knowledge required to be informed citizens as well as general education skill development. The history department also provides an opportunity to specialize the curriculum to serve unique needs, such as the History of Latin America, of interest to the district’s large Latino population, and the recently developed East Asian History courses, which contribute to the goal of globalizing the curriculum and our students’ learning opportunities.

**Enrollment**

Enrollments were generally steady over the review period, tracking closely with the college’s trends. The contractual elimination of the telecourse modality affected the department, reducing enrollments by about 200 students. The faculty plan to replace those sections with new online offerings, but the development process has been slow.

As would be expected, the bread-and-butter classes for the department are Western Civilization (HIS-101 and HIS-102) and the American History survey classes (HIS-151 and HIS-
which together represent over 70% of the department’s enrollment last year. These courses in particular relied on the telecourse modality. Other courses are offered on an annual basis.

Some attempts have been made by the department to “advertise” individual courses (ECC’s marketing department does not offer this service for individual courses) but this has been mostly ineffective. Students take what they will, gravitating to courses which will transfer easily and/or fulfill their degree requirements.

COST EFFECTIVENESS

History and Political Science programs have a combined budget. These programs need few resources beyond smart classrooms and teachers. The supply budget is quite small, amounting to just 58 cents per student enrollment. It may be possible to save money in
printing, which costs $2.94 per student. This expenditure covers copies of syllabi, reproduction of historical documents and other classroom resources. A travel budget of $6,317 was allocated in 2015 to support political science students and faculty participating in the Model Illinois Government (MIG) conference in Springfield. This may need to be increased to support more student participation, or if associated costs rise.

Per available data, the college actually nets $10.08 per enrollment in the HIS/POS programs, a total of $19,168 for 2013, the last year for which data was available. As mentioned, the department plans to develop and offer online sections of the most popular courses to restore the revenue lost by the discontinuation of the telecourse modality. Attention will need to be paid to quality so that fiscal gains are not offset by lower retention and success rates.

As will be discussed further under Innovation, a proposal has been submitted to purchase a classroom set of Google Chromebooks and other AV equipment (HD camcorder, PCM recorder, tripod, microphones) to enhance student learning in face-to-face sections. The mobile set of ChromeBooks may cost $8,000 and the desired AV equipment currently totals $1,490.

QUALITY

Success and Retention Rates
As a program, the history courses enjoy higher than average success and retention rates which have remained relatively consistent. For the current review period, history courses exceed the 2014 college averages of 70% success in face-to-face courses and 54% success in telecourses.
Similarly, the 2014 college rates of 87% face-to-face retention and 75% telecourse retention are exceeded for the five year period.

Of those general education courses considered to be “bread-and-butter” courses, Western Civilization courses (HIS-101 and HIS-102) have the highest success rates while the American History courses (HIS-151 and HIS-152) have slightly lower rates. This was a bit surprising to faculty, and the department will dig into this to understand possible contributing factors.
Retention in these course courses has been consistently high, though again, slightly higher in the Western Civilization pair. Though discontinued, it is worth mentioning that retention rates in the American History telecourse sections were also consistently high and exceeded the college average of 75% in this modality.
Course Assessment
The two highest enrolled courses, HIS-151 and HIS-152 (U.S. History) should and will be assessed more frequently than the others. The department has lagged in conducting outcomes assessment and will be working to get up to speed. Departmental (as well as divisional) meetings within the last year have been focused on assessment of student learning, and the department intends to engage in this process more fully. The current expectation is that students are adequately meeting course outcomes. As online sections are offered, attention can also be paid to ensure those students are learning at the same level as with face-to-face.

Departmental Student Success Efforts and Improvements
Department faculty discuss student retention and success during department and division meetings throughout the semester. Among the challenges specifically for history and political science is having the students actually read and then analyze historical sources and documents. Faculty across the division have engaged in discussions on Opening Day regarding strategies to improve students’ engagement in the process of learning, namely reading and analyzing primary sources and texts. Rich classroom discussions cannot happen when students do not do the assigned reading. More generally, it is observed that student motivation is a factor hindering success – attending class, arriving on time, utilizing technology instead of being distracted by it and actively participating in class discussions and group-work are common struggles. Faculty recognize the need for more time to pursue improvement: teaching five or more classes a semester, working with students and committee assignments do not leave much time.

Faculty also emphasize college resources to students to take charge of their own success. Tutoring, the Write Place, Early Alert and Academic Advising are touch-points to emphasize.
Innovations
To support students in reading and decoding within the discipline, students are provided strategy guides for reading, note-taking and reorganizing historical documents, and these skills are practiced in class. A graphic-novel form of a textbook has been utilized to increase student preparation prior to class discussion. To actively engage students in doing history, they are assigned primary historical documents to interrogate and interpret. Courses provide scaffolding writing assignments which move from low-stakes review to high-stakes analysis. Project-based learning is conducted with debate teams and judges, where groups must research a topic, develop a position, and then argue and defend against an opposing view.

The History Department is currently developing a proposal to incorporate a classroom set of Google ChromeBooks as well as video and audio equipment into face-to-face instruction. A mobile classroom set of portable ChromeBooks will allow instructors to easily and quickly facilitate student engagement with online videos and/or digitized archives or other historical primary sources. This will also allow instructors to help teach and model best practices for student online research and utilization of historical databases and archival collections.

Instructors are planning on incorporating the use of new video and audio equipment into face-to-face instruction by including the recording, transcription, and analysis of oral histories into the Department's "bread-and-butter" courses. By encouraging students to "do" history, instructors plan on more closely aligning the Department's pedagogy with new scholarship on teaching and learning, including "active learning."

Alternative Modalities
The transition away from telecourses has affected the department, which had a robust offering of telecourses for twenty years. Participation peaked at 387 students in 2010. While they were withdrawn institution-wide for quality issues, success rates for these offerings within the History and Political Science programs were considerably higher than average. It is hoped that the online sections developed in the future will appeal to students in the same way and bring back the lost enrollment and more.

All classrooms used for History and Political Science courses have been transformed into “smart classrooms”. Now, virtually instantaneous access to knowledge has informed and changed instructional delivery within the discipline of history. Faculty are embracing the new paradigm. Classroom technology is used to support lectures with audio & visual material and maps, Desire2Learn is utilized to provide students with course materials, online quizzes and discussions. Faculty continue to move towards flipping the classroom – to provide more resources online so students come to class prepared for more active
Collaborations

Faculty are active with the Elgin Area Historical Society. The program has collaborated with faculty and administration in the planning of activities for The Humanities Center. Program faculty joined colleagues from Humanities, Art, Communication Design, Sociology and Modern Languages to develop ECC’s International Film Series and the division’s (LVPA) Speaker Series. Program faculty have also collaborated with campus groups such as GIST, MAGIC and Student Life to bring speakers and films to campus. The history department is planning a learning community with the anthropology department for 2016 and will occasionally run a section for the Honors Program.

PLANNED IMPROVEMENTS/GOALS

Next Year

- Develop highest-enrolled courses online to serve a broader community (likely HIS-101, HIS-102, HIS-151, HIS-152)
- Explore factors contributing to slightly lower success rates in American history courses
- Offer new course, U.S. Latino History, in the fall of 2015
- Explore expansion of ECC participation in Model Illinois Government
- Explore integration of tablet system in class (e.g. Chromebooks) to model best research practices and facilitate student engagement in active classroom research via access to digitized archives, historical primary resources and online videos
- Along with Political Science, review course outlines for potential updates/revisions to course descriptions and student learning outcomes. This is best done prior to implementing formal course assessment projects.

Next Five Years

- Actively involve department faculty in the assessment process and strategic planning for the department and division; create and implement a course assessment plan
- Include online sections of courses in the assessment process
- Explore merging HIS-140/141 (History of Asia and the Pacific I & II) articulated courses with non-articulated HIS-240/241 (East-Asian History)
- Seek articulation for HIS-170: History of Illinois, and HIS-201: Modern European History
- Continue to support division priorities:
• Explore issues related to student success (e.g. disciplinary literacy, active learning pedagogy)
• Help students connect big ideas across disciplines, and
• Foster development of a teaching community/peer-to-peer sharing

Support Needed to Accomplish Planned Improvements
Monies outlined for desired equipment would be needed to execute the technology plans.
ACADEMIC DISCIPLINE REVIEW REPORT TEMPLATE

<table>
<thead>
<tr>
<th>College Name:</th>
<th>Elgin Community College</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Number:</td>
<td>District 509</td>
</tr>
</tbody>
</table>

SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC DISCIPLINES REVIEWED IN ACADEMIC YEAR 2015

<table>
<thead>
<tr>
<th>Discipline Area</th>
<th>Humanities</th>
</tr>
</thead>
</table>

INTRODUCTION

Courses within the Humanities program offered at ECC have value well beyond the measures of general education skill development, attainment of an academic degree, and employability. As noted in the Humanities brochure for the college’s transfer program, students “study the substance and meaning of past and present products of human creativity in order to extend their knowledge and fundamental wisdom. Individual course offerings concentrate on humanity’s creative products in the specific geographical, chronological and topical/methodological subdivisions.” Humanities courses offer students opportunities to explore a variety of time periods and diverse cultures, consider philosophical inquiry, explore innovative ideas about a host of topics that are fundamental to human life and experience, (further) develop critical reasoning skills, and provide a foundation to recognize and analyze ethical issues and problems reflective of our contemporary times.

PROGRAM IMPROVEMENTS SINCE LAST REVIEW

FY10 Goals for Improvement (from previous Program Review report):

- It is recommended that an additional full-time faculty position be created in order to assure quality instruction in meeting this increased student demand, particularly for additional sections of HUM-216 Ethics
- Revise course outcomes
- Develop systematic course-level assessment plans and instruments; administer materials
  - HUM-124, HUM-202, HUM-217, HUM-224, HUM-231 completed by conclusion of FY14
• Withdraw HUM-104 by conclusion of FY10
• Revise and seek articulation for HUM-107, HUM-117, HUM-118, HUM-208 and HUM-231 by conclusion of FY13
• Institute innovations in instructional methodologies
• Employ the expertise and available time of discipline faculty under the rubric of the Global/International Studies Team (GIST) to “globalize” curricular offerings of other ECC disciplines
• 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 District 509

Progress made towards these goals from FY10:
• A full-time faculty position has been requested several times, but has been consistently denied. As will be discussed in this report, enrollment in the program has increased 43% over the past five years.
• Course-level assessment plans have been submitted for HUM-103, HUM-112, HUM-110, HUM-113, HUM-116 and reworked for HUM-216. Assessment planning for HUM-101, HUM-102, HUM-115, and HUM-170 will be completed by semester’s end, fall 2015.
• HUM-104: Classic Theatre-The Humanities in Drama withdrawal was put on hold with the impending retirement of the sole theatre faculty member. The Humanities program will coordinate with the new theatre instructor to withdraw the course when the theatre program is ready to offer it under the THE prefix.
• Revisions for HUM-107 and HUM-118 are completed. Discussions continue regarding the submission for articulation. A unit-adjunct faculty member has submitted an innovative plan for revising HUM-231 and discussion about these revisions are in progress.
• Program faculty have participated in professional development topics of assessment, cognitive science theory, use of technology based upon formal peer evaluation via CETL offerings and other national programs, such as the Academy for College Excellence (ACE), and the division’s “Opening Day Teacher’s Fora” have increased student success in informal classroom assessment and have informed the planning for formal course-level assessment.
• Program faculty organized and participated in 7 of GIST’s “global infusion” projects for HUM-specific classes and served as advisors for non-HUM participants between FY11 and FY14. One program faculty administered and three others participated in the planning and implementation of a Federal Title VI Grant won by ECC aimed at
theoretical and experiential global infusion of curricula specifically related to China and India at the College.

- Since FY10 program and non-program faculty established an ECC bi-monthly chapter of the “Socrates Café” discussion/reasoning format group; organized and implemented a monthly “International Film” series AND have increased the number and variety of noteworthy scholars participating in the “LVPA Speaker’s Series.” The activities above have actualized the goals of the ECC Humanities Center to “make global issues in the humanities accessible to all of the residents in Illinois Community College District 509.”

**Additional Accomplishments since FY10:**

- Program faculty have created an online section of HUM-116: Logic
- Program faculty have formally participated in promoting the college-level disciplinary literacy goals of The Alliance for College Readiness
- A program faculty was nominated for excellence in teaching to the National Institute for Staff and Organizational Development (NISOD) in 2014, and two adjunct faculty were nominated for institutional teaching awards
- Faculty have presented papers at state and national conferences
- Two program faculty competed successfully to travel to the People’s Republic of China and one to the Republic of India to infuse curricula under the auspices ECC’s Title VI grant.
- Seven program faculty competed successfully for funds to infuse global curricula into their courses at ECC under the auspices of ECC’s GIST program

**HUMANITIES DEPARTMENT OUTCOMES / CURRICULA REVIEW**

**Program-Level Student Learning Outcomes**

The program-level outcomes continue to be those established in 2010:

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

**Review of Current Curriculum & Outcomes**

At the time of the review, the department had 26 active courses. One is slated for withdrawal as already mentioned (HUM-104). Several are noted to need revisions to course outcomes. Three courses in particular (HUM-208, HUM-217 and HUM-224) may not be
prioritized for revision as they have not run in a number of years for various reasons.

Alignment to General Education Outcomes

Humanities courses are strongly anchored to four of the college’s general education outcomes: Reading, Writing, Critical Thinking and Diversity & Global Awareness. Note that even when teaching “Western” humanities and philosophy, content can be discussed in global perspectives. HUM courses fulfill general education degree requirements in the categories of Liberal Arts, Humanities and Interdisciplinary Fine Arts. Many AAS degrees specifically require or recommend HUM-115 Critical Reasoning, HUM-116 Logic, or HUM-216 Ethics. Indeed, these students will receive exposure to a range of outcomes. It is noted that math/quantitative literacy is loosely aligned, but more so in courses such as Logic, Critical Reasoning, Philosophy of Science. Research will be done to determine if the required amount of math skill is high enough to warrant a prerequisite of college-level math placement.

Articulation Review & Plans

Some courses as mentioned above will be submitted for IAI articulation. This process will involve a review of the course objectives and outcomes, as well as the current prerequisites. Humanities program has discussed and/or begun to revise the outcomes of five (5) courses in preparation to apply for articulation: HUM-107 Global Perspectives on World Civilizations; HUM-117 Social & Political Philosophy; HUM-118 Philosophy of Science; HUM-124 Culture and Science in the West; and, HUM-231 Contemporary Moral Issues. These efforts would bring the number of articulated courses to nineteen.

NEED

Humanities courses contribute to the general education core curriculum for the various Associate degrees. Fourteen courses are currently listed with the Illinois Articulation Initiative and will transfer to four-year academic institutions. The full array of courses currently offered are appropriate to meet the needs of students pursuing an associate’s degree with intent to transfer, as well as those pursuing associates of applied science degrees. HUM-216 Ethics is strongly recommended for ECC Nursing students. Students in Criminal Justice are allowed three options to fulfill the liberal arts degree requirement, including HUM-115, 116 and 216, Ethics.

HUM-216 Ethics is the program’s highest enrolled course and is currently offered in both the classroom and online course formats. Apart from the Nursing and Criminal Justice disciplines, students training in other health professions (e.g., Physical Therapist Assistant and Radiography) routinely enroll in the course, as well as students training for Business,
Engineering, and Social Work professions. Given the consideration of both theoretical and practical aspects of Ethics, this course has widespread application to any number of professions and, based upon the diversity of enrollment, indeed, seems to have widespread appeal to any number of ECC students.

One section of HUM-101 is available each semester for high school students in the Middle College program. On average, ten students enroll each year. HUM-216 has been paired with Human Geography in a learning community and is under consideration to be paired with a literature course. Honors sections are offered for HUM-110, 112, 116 and 216.

**Enrollment**

Overall, Humanities enrollments have increased 62% since FY08, increasing even when overall ECC enrollment dropped after its peak. The program has worked hard to increase enrollments, developing multiple online offerings and scheduling courses to ensure that students have plenty of flexible options. As a rule, courses without current IAI designation have the lowest enrollment. Lower enrolled courses are offered less often, and some only offered “on demand” (of student or faculty). Future trends in enrollment are not expected to be inconsistent with what has been experienced in the past few years. HUM-216 Ethics is by far the highest enrolled course in the program.

Enrollment trends within the program are best put in the following classifications: General; Philosophy; Religious Studies; Skills courses and Other.

The category of Philosophy courses comprised the largest portion and includes HUM-110 Introduction to Philosophy, HUM-112 Western Philosophy I, HUM-113 Western Philosophy...
II, HUM-117 Social & Political Philosophy, HUM-118 Philosophy of Science, HUM-170 Introduction to Asian Philosophies, HUM-216 Ethics, and HUM-217 Aesthetics. HUM-216 is the flagship course, offered each term – fall, spring and summer. It is available face-to-face as well as online offering additional opportunities for students.

The remaining categories are graphed below with discussion to follow.
Minor fluctuations in enrollment in General humanities courses can be explained by the large amount of competition for a share of the broadly based “distribution requirements” of many four-year Institutions. This category includes HUM-100 Topics in Humanities, HUM-101 Introduction to Western Humanities I, HUM-102 Intro to Western Humanities II and HUM-103 Intro to Non-Western Humanities.

HUM-100 is a “topics” course and is only offered periodically depending upon student/faculty interest, hence, its enrollment will remain sporadic; only three students enrolled in each of the past two years. While HUM-101 and 103 are never at risk as “low enrollment” classes, HUM-102 might be characterized as such. It appears that many students are able to complete their program requirements by completing HUM-101 (Western Humanities: Beginnings to the Renaissance) without needing to “follow-up” with HUM-102 (Western Humanities: The Renaissance to Modern Times). HUM-101 is not a pre-requisite for HUM-102, nor does it need to be. Program Faculty have attempted to make HUM-102 more attractive to students by using the same comprehensive textbook for both 101 and 102 (and thereby making 102 a more economical course to take). The results of this strategy (begun in 2008) may indeed have shown some increase in enrollment. Hence, the program offered students two sections of HUM-102 in Spring Semester 2015 rather than only one.

The category of Religious Studies includes HUM-202 Philosophy of Religion, HUM-203 Comparative Religions, and HUM-204 Introduction to Religious Studies. Enrollment in HUM-203 has been declining slightly, possibly in part because the department began offering HUM-202 Philosophy of Religion to give philosophy students more options.
Skills courses are HUM-115 Critical Reasoning and HUM-116 Logic. Logic is one of the program’s more popular courses and also has offerings online.

As mentioned, the majority of the humanities course offerings are articulated for transfer with IAI with some exception. Plans for articulating the remainder will be discussed later in this report.
COST EFFECTIVENESS

The Humanities instructional program needs few resources beyond smart classrooms and teachers. The supply budget is quite small amounting to just 20 cents per enrollment in 2013. It may be possible to save money in printing, which cost $3.59 per enrollment in 2013. The expenditure covers copies of syllabi, copies of primary sources and other classroom resources. The college actually nets $76.18 per enrollment on this program, with a total of $135,840 for 2013, the last year for which data is available.

The Humanities department currently operates in a cost efficient manner. Full time and adjunct faculty members, many of whom have long been associated with the institution, teach the array of Humanities courses, none of which require labs or collaborations with area partners (e.g., clinics), or any associated expenses. Moreover, curricular innovations are regularly pursued by Humanities faculty, although they are largely funded by internal and external, governmental and non-governmental, sources (e.g., Title VI, GIST Course Infusion), which minimizes direct costs to the department. Faculty pursuit of alternative funding sources to develop curricular innovations promotes professional development, enhances student learning, and does much to minimize departmental costs.

To meet student needs, the department plans to offer additional sections of some of the most heavily enrolled courses, such as HUM-216. In this context, hiring additional adjunct faculty and/or hiring a full time faculty member are considerations that, of course, will entail significant changes in expenses or revenues in the next five years. Note that repeated requests for an additional full-time position have not been fulfilled. The department has 3 full-time faculty who currently teach 41% of the credit hours; part-time faculty teach 59% of the hours. The department regularly requests excess load for unit adjuncts each semester, as finding qualified candidates available when they are needed is difficult.

ECC’s Humanities Center will continue to seek persons to serve as guest speakers for the Speaker’s Series. A priority is seeking academically credentialed and experienced persons to provide credible and quality programs for the ECC community, including our students, faculty, staff, and other interested persons. In this context, cost is a significant and an ongoing consideration for the Humanities Center, which is funded separately as an interdisciplinary extra-curricular program. Its FY15 budget was funded at $22,170.
QUALITY

Student Success Rates
Student success rates (earning grades A – C) vary by type of course, with the overall average currently at 67%, just shy of the institutional average of 69% for all courses. The General category (Western and Non-Western Humanities) enjoys robust enrollment and the highest success within the program.

Some humanities courses have seen growth in student success rates over the review period, particularly for the Skills courses of Critical Reasoning and Logic. While still at the program’s lowest average for the categories, success rates for these Skills courses have increased the most since 2010. The flagship course, HUM-216 Ethics has also shown positive change. It was listed on the college’s first “Gateway” list created for Achieving the Dream in 2009, which included courses that had high enrollment and low success. When the study was recalibrated in 2014, the course fell off the list by increasing overall success beyond the 70% threshold (all the while more than doubling its seat-count for the study time-frame). This was largely accomplished via the increase in online course success since 2009, as faculty gained more experience teaching in this modality.
Conversely, remaining categories have fallen over the past few years with notable outliers charted below: HUM-170 Intro to Asian Philosophies; HUM-110 Intro to Philosophy; and HUM-203 Comparative Religions (included here due to the continued drop through 2014). Online sections of HUM-116 Logic and HUM-216 Ethics also fall in this category, but will be discussed in the “Alternative Modalities” section to follow later in this report.

Lower rates in these groups are not all that unexpected – philosophy courses require students to use a complex, semi-mathematical method to answer questions of depth that haven’t any correct answers. Regretfully, such questions and methods are alien to our students living in the modern dichotomous world. Logic isn’t really math, though it uses math to promote an overarching abstract concept, “fairness,” in speech and argumentation. In the religious studies category, students are introduced to a new way of studying religions – academic study, which is the only fair way to teach about religions in a public institution. All of these settings are jolts to a student’s “comfort zone.” Success rates
are lower in these courses because they are simply harder to learn and understand than other subjects.

Still, faculty have recognized that student success is a worthy goal to which they must commit, while maintaining rigorous standards. However, outcomes will be reviewed and revised to provide greater specificity. Faculty are also taking proactive approaches to modify teaching methods to improve the learning of difficult material.

Student Retention Rates
As with success rates, retention in the courses varies. In FY14 the department average was 83%, just below the college average of 86%.

It is noted anecdotally amongst faculty that students drop humanities courses when they discover on the first day that the course is not what they expected. This then results in a “W” for the department’s statistics. Indeed, it is better for a student to get out early and perhaps pick up a more appropriate course, though the faculty would like to start clarifications for the students prior to the registration process. In summer 2014 the college implemented a new grading policy whereby students dropping a course in the very early days of the term will instead receive a grade of “Z” and not be counted in retention statistics. The program is eager to see how this affects its course-retention patterns.

The new academic advisors have expressed willingness to learn about the unique nature of various disciplines so that they can better advise students on selecting their courses. As well, the college catalog can be a misleading source given that course descriptions there can be described as archaic, too philosophic and replete with jargon. With assistance from the curriculum office, the department is ready to undertake revisions to balance the needs
of the IAI panel with the goal of better describing content to students. It will be time well spent to clarify and simplify the course descriptions in the catalog to improve student retention in the humanities.

Other retention strategies employed by program faculty include the Early Alert system and encouraging students to avail themselves of the available college resources, such as the Write Place, the Tutoring Center and student wellness counseling. Faculty are also in a unique position to encourage students to participate in the Humanities Center activities, particularly Socrates Café, which provide students with a venue to develop and practice their reasoning skills. Faculty are also sensitive to personal student hardship. In addition to connecting them to support services on campus, students may be awarded Incompletes so that they can attend to their immediate obligation and then finish course requirements.

Course Assessment
All HUM courses which currently have IAI articulation carry the college’s Minimum Competencies in reading and English. These were established by the college in Fall 2006 for all IAI courses. Since then, programs are free to determine which pre-requisites are appropriate for the remaining courses. Early assessment of HUM-116 Logic suggests that students may need more comprehensive math preparation to do well in this class. More formalized research and assessment will be done to inform a possible recommendation to improve students’ likelihood of success.

In addition to basic skills pre-requisites, the program faculty informally discuss whether or not a selection of the courses should be “sequenced.” For example, an argument can be made that HUM-101 could provide students with preparation to do better in HUM-102; HUM-204 for HUM-202 & 203; and HUM-216 for HUM-231. The contrary argument is that such a structure limits student choice and may decrease motivation in a preparatory course that the student is not really interested in.

In general, the program has structured course assessments to be conducted in a pre- and post- format, with approximately 20 multiple-choice questions designed to cover the learning outcomes of the course. Demographic responses are also collected to stratify results based on level of student experience (i.e. how many other college-level courses taken in the humanities) and whether they are taking the course as an elective, a program requirement, or for personal enjoyment. The program intends to critically review and update course descriptions and learning outcomes before embarking on further assessment. Plans and timelines are outlined in the goals section of this report.
Departmental Student Success Efforts and Improvements

Humanities faculty are committed to providing ECC students with a quality education and meaningful learning experiences. Continual consideration of innovative opportunities is key to this ongoing endeavor. Specific questions and issues will likely arise at various points therein, although faculty anticipate continued, open and constructive dialogue with the dean to make appropriate decisions and proceed with curricular plans that service faculty, students and the ECC community well.

Innovations

Innovations in humanities includes efforts to develop, evaluate, refine and disseminate initiatives in teaching, research and overall faculty scholarship. The dean provides the time and space within division meetings for faculty led discussions on pedagogy and best practices. Opportunities exist within the program for faculty to display innovation in their teaching through collaboration with colleagues within and across disciplines, community outreach and engagement, research projects, participation in conferences, in publication and overall scholarship.

Examples of innovation within the department are numerous. Faculty have applied for and received national and institutional grant awards, including Title VI and ECC’s course infusion mini-grant; been awarded sabbatical time to pursue research and scholarly projects; instituted the aforementioned Humanities Center, including a Speakers’ Series and an International Film series; established an active and well-attended Socrates Café program on campus; and introduced *Films on Demand* to campus.

Curricular innovation is also being explored. Discussions are underway to develop HUM-231 Contemporary Moral Issues in the context of two distinctive disciplines: healthcare and business. Such a course focusing on topically specific matters would likely have wide appeal among ECC students, as sizeable numbers of students who currently enroll in HUM-216 Ethics have career plans in these areas and are enrolling to fulfill program requirements.

Exposing students to academic material framed within their specific area of career interest can also increase engagement and retention. This would contribute to student academic success and provide a foundation to recognize, analyze, navigate and resolve a number of business and health-related ethical issues that arise in these professional practices. Such a course could further demonstrate to students the relevance and application of the Humanities to employment and professional development in any number of professions. Indeed, faculty demonstrate to all students the ways humanities topics can be applied to learning, professional development, and their lives.

Alternative Modalities
The majority of Humanities courses are classroom format offerings. Two Humanities courses are routinely offered in both classroom and online formats, specifically, HUM-116 and HUM-216, with HUM-208 periodically offered online. To increase course section offerings and to accommodate students’ scheduling needs, consideration of offering additional sections of current online offerings (e.g., HUM-116, HUM-216, and HUM-208) as well as developing online versions of current classroom courses is a possibility. As noted earlier, plans are underway to articulate additional courses. Successful articulation of these courses would contribute to the aforementioned possibility of different modalities offered in the Humanities Program. The program also notes that the D2L learning management system is employed in face-to-face courses, as well. In 2014, 86% of humanities sections were enhanced with a D2L component.

As typical, retention and success rates are slightly lower in online sections as compared to face-to-face. Lower success rates may in part attest to the difficulty of the online course format, the course materials, and/or the diminished opportunity for students in that modality to routinely, directly and more personally interact with their course instructors and fellow classmates; ask questions; seek clarification about course materials, assignments and/or content; and discuss difficulties or issues with instructors; all which hinder student success.

As mentioned, HUM-216 Ethics is a required or recommended course within a variety of career-technical programs, so there may be less of a tendency for students to withdraw. Indeed, its face-to-face retention rates are higher than the 2014 department average of 83% and the college average of 86%. It is also encouraging that retention in the online sections has been increasing. However, retention for HUM-116 Logic online is showing a decline; causes for this will be investigated.
Success rates for students in online sections of HUM-116 are also in need of investigation and monitoring. A profile of successful and unsuccessful students may yield clues as for whom this modality is best suited.

![HUM-116 & HUM-216 Success (A - C) Rates by Modality, FY10 - FY14](image)

**Collaborations**
Several humanities faculty, both full-time and adjunct, have been involved in ECC’s Alliance for College Readiness programs, focusing on new topics of common Core State Standards and disciplinary literacy. These conversations allow faculty the opportunity to critically consider the implications of such curricular initiatives with the disciplines and the prospect of enhancing student learning.

**Scheduling**
The program intends to investigate where additional online and evening courses would be of need and interest to students with varied responsibilities. The division’s newly hired Office Coordinator has included enrollment data with initial scheduling sheets given to Instructional Coordinators. These data will serve as beneficial heuristics for future scheduling.

**PLANNED IMPROVEMENTS/GOALS**

**Next Year**
- With assistance of the dean, humanities faculty plan to meet *formally* at least once per semester for the purpose of more intense curriculum review for the program, utilizing student success data from phase 3.
• Meet with curriculum office to specify process to rewrite course descriptions for catalog
• Revise course content outcomes as necessary
  o HUM-107, 117, 118, 203, 204, 205, 208 to begin in FY16
  o HUM-124, 202, 217, 224, 231 require more extensive revision in FY17
• Develop systematic course-level assessment plans and instruments
  o Plans have been submitted for HUM-103, 112, 110, 113, 116 and 216
  o Planning is underway for HUM-101, 102, 115 and 170
  o HUM-216 has been and will be assessed more frequently
  o Assessment of online sections of 216 and 116 will be addressed
• Explore factors negatively impacting student performance in courses with success rates below overall college benchmarks and identify intervention strategies
• Continue to argue strongly for an additional full-time faculty position for the program. This new member would be expected to have and continue to center his/her research and pedagogy in philosophical ethics. Enrollments have increased 43% over the last five years; yet the department has only three current full-time faculty. Nearly 60% of the credit hours generated are taught by adjunct faculty.

Next Five Years
• Strongly encourage program faculty to have a more visible presence and participation in local (Assessment Diaries), regional and perhaps national conferences and consortia, particularly with assessment in higher education as the main topic
• Program faculty will work hard and expeditiously on formal assessment, yet recognize this is a process which requires experimental thinking as regards adequate assessment modalities
• Continued participation in student-centered pedagogical development activities, such as CETL sessions, Alliance for College Readiness, Opening Day/Convocation activities and LVPA faculty coffee gatherings
• Continue to employ the expertise and available time of faculty to further the mission of the ECC Humanities Center:
  a. Bi-monthly Socrates Café
  b. Monthly international film series
  c. Noteworthy scholars for Speaker’s Series
  d. Update online presence
• Articulate additional courses
• Encourage and support formulating learning communities with faculty in other academic disciplines, such as anthropology and English
• Share projects, research findings and scholarship with other ECC instructional personnel
• Consider development of context-specific offerings of HUM-231: Contemporary Moral Issues for healthcare and business, and possibly for HUM-216: Ethics
• Consider developing additional online sections as dictated by student interest and need: HUM-116, HUM-216, HUM-208
• Continue to employ expertise and available time of faculty within GIST to globalize curricular offerings across the college
• Encourage, participate and act upon strategies from ACE/FELI seminars

Support Needed to Accomplish Planned Improvements
• Approve the hire of additional full-time faculty member
• Continue the open and constructive dialogue with division dean to make appropriate curricular decisions and plans to serve students, faculty and the community well.
• Hiring additional adjunct faculty to support additional sections of HUM-216
• Ongoing monetary support for the Humanities Center
ACADEMIC DISCIPLINE REVIEW REPORT TEMPLATE

College Name: Elgin Community College
District Number: District 509

SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC DISCIPLINES REVIEWED IN ACADEMIC YEAR 2015

<table>
<thead>
<tr>
<th>Discipline Area</th>
<th>International Studies</th>
</tr>
</thead>
</table>

PROGRAM IMPROVEMENTS SINCE LAST REVIEW

FY10 Goals for Improvement (from previous Program Review report):
The INS program should be phased out in as much as the courses are all cross-listed and housed in other traditional disciplines (e.g. History, Humanities, Foreign Languages). Students who take INS courses often have trouble when it comes time to transfer to four-year institutions since ECC does not have a fully articulated International Studies program. By having students take the appropriate INS-related courses in the primary discipline, they can still prepare for a future major in INS without having the bureaucratic problems associated with having courses listed as INS offerings. As a result of this review, these courses will be withdrawn and offered instead within the History, Humanities and Foreign Language programs.

Progress made towards these goals from FY10:
- Many INS courses were phased out since this last review. Most of them were rarely offered due to the fact that they didn’t have a full articulation with IAI, and students had trouble transferring the credits earned to four-year institutions.
  - INS-133 Asian Cultural History
  - INS-135 Latin American Cultural History
  - INS-138 Intro to Islamic Civilization
  - INS-160 Survey of International Business (currently offered as BUS-260 Global Business)
  - INS-224 Cultural History of Pacific Asia
- Conversational language classes in a 2-credit format (Chinese, Japanese, Italian and Arabic) were withdrawn and replaced with fully transferable 4-credit courses housed within the Modern Languages program (excluding Arabic, which was not converted). The new courses each offer proficiency credit.
  - INS-261/262/263 Japanese I, II & III now offered as JPN-101/102/201/202
  - INS-264/265/266 Chinese I, II & III now offered as CHN-101/102/201/202
INS-267/268 Italian I & II now offered as ITN-101/102/201/202
INS-275/276 Arabic I & II withdrawn, replacement not needed

- Two other courses had primarily been offered solely in the telecourse format. As the college has ceased offerings in this modality, it is recommended that these courses be offered online and move to belong in the Anthropology and History departments respectively.
  - INS-131 African Cultural History
  - INS-159 A History of the Vietnam Conflict

- There are INS courses that need to stay under the International Studies program which are utilized by ECC students studying abroad to fulfill electives towards a degree:
  - INS-100 Topics in International Studies
  - INS-206 Field Study in Foreign Cultures
  - INS-219 Honors Seminar in International Studies
  - INS-297 Independent Study in International Studies

**Additional Accomplishments since FY10:**
In consultation with the Modern Languages department, the decision was made to leave the two credit conversational language courses, INS-280/281 Non-Traditional Language I & II, under this designation in the event students would like to receive proficiency credit for non-traditional languages not taught at the college.

During the implementation phase of Title VI Grant that ECC received in 2011, East Asian History I & I (HIS-240/241) were developed and offered to further globalize the curriculum. Within the review period the college also developed new language courses – Hindi 101 & 102 and Mandarin Chinese 201 & 202 to complement other critical languages such as Arabic and Russian. Currently, those critical languages are housed in the Modern Languages Department.

**INTERNATIONAL STUDIES DEPARTMENT OUTCOMES / CURRICULA REVIEW**

**Program-Level Student Learning Outcomes**
Courses in the International Studies program seek to impart an awareness and appreciation of global issues to students. Students will be able to:

- Identify global issues and concerns
- Understand the complexity of the current processes of globalization
- Demonstrate the ability to analyze complex international situations
• Develop the skills necessary to obtain information and data on a range of international subjects

International Studies is not a cohesive department due to its fragmentation and cross-listing across departments and divisions. The program outcomes above are largely being met on a course-by-course basis, but there is a lack of an integrated approach. Rather than crafting a “major” in International Studies, students will sample a course or two based on interest and transfer needs.

**Review of Current Curriculum & Outcomes**

As mentioned in the accomplishments above, courses have been reviewed for changes or withdrawal.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Cross-listed as</th>
<th>Status</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>INS-100 Topics in International Studies</td>
<td>n/a</td>
<td>Remain active</td>
<td></td>
</tr>
<tr>
<td>INS-107 Global Perspectives on World Civilization</td>
<td>HUM-107</td>
<td>Remain active</td>
<td>Seek articulation for both prefixes</td>
</tr>
<tr>
<td>INS-131 African Cultural History (telecourse)</td>
<td>n/a</td>
<td>Remain active</td>
<td>Move online; transition to Anthropology department</td>
</tr>
<tr>
<td>INS-159 A History of the Vietnam Conflict (telecourse)</td>
<td>n/a</td>
<td>Remain active</td>
<td>Move online, or incorporate within current East-Asian history courses; transition to History department</td>
</tr>
<tr>
<td>INS-201 Intro to Cross-Cultural Education</td>
<td>EDN-201</td>
<td>Withdraw</td>
<td>Continue to offer within Education department</td>
</tr>
<tr>
<td>INS-204 Introduction to Religious Studies</td>
<td>HUM-204</td>
<td>TBD</td>
<td>Seek articulation to match HUM-204</td>
</tr>
<tr>
<td>INS-206 Field Study in Foreign Cultures</td>
<td>n/a</td>
<td>Remain active</td>
<td>Utilize for study abroad</td>
</tr>
<tr>
<td>INS-208 Life &amp; Work in the 21st Century (online)</td>
<td>HUM-208</td>
<td>Withdraw</td>
<td>Continue to offer within Humanities department</td>
</tr>
<tr>
<td>INS-219 Honors Seminar International Studies</td>
<td>n/a</td>
<td>Remain active</td>
<td>Utilize for study abroad</td>
</tr>
<tr>
<td>INS-280 Non-Traditional Language I</td>
<td>n/a</td>
<td>Remain active</td>
<td>Utilize for proficiency credit</td>
</tr>
<tr>
<td>INS-281 Non-Traditional Language II</td>
<td>n/a</td>
<td>Remain active</td>
<td>Utilize for proficiency credit</td>
</tr>
<tr>
<td>INS-297 Independent Study in International Studies</td>
<td>n/a</td>
<td>Remain active</td>
<td>Utilize for study abroad</td>
</tr>
</tbody>
</table>

**Alignment to General Education Outcomes**

The INS courses by design most strongly relate to the college’s general education outcome of Global Awareness and Diversity. Courses also develop student skills in Reading, Writing, Critical Thinking and Information Literacy.
Articulation Review & Plans
As displayed above, articulation status will be sought for INS-107 Global Perspectives on World Civilization and INS-204 Intro to Religious Studies to match their cross-listed course within Humanities. The remaining courses do not have IAI status.

NEED
As outlined above, due to transferability issues, the need is better served by offering most courses within a department that offers full articulation. The courses slated to remain will fill the needs of the Study Abroad program and proficiency credit. The topics course will remain to allow flexibility within the curriculum should new needs arise.

Enrollment
Enrollments have steadily fallen as courses have been withdrawn and enrollments transferred to the new language courses.

COST EFFECTIVENESS
International Studies is a small program that operates in a cost-efficient manner. The program needs few resources beyond smart classrooms and teachers. The costs associated with the program are similar to those of History, Political Science and Humanities, the disciplines in which most of the INS courses reside. The supply budget is quite small, amounting to $3.85 per student enrollment per year through 2013. It may be possible to save money in printing, which cost $10.20 per student in 2013. This expenditure covers copies of syllabi, exams, production of flyers and posters about course offerings, and other
classroom resources.

Due to the fact that some expenses during the review period were covered by the Title VI grant, the program did not experience any significant expenses over the last five years. The college actually netted $306.80 per enrollment in this program from a total of $10,094 in 2013. There are no significant expenses anticipated for the program during the next five years.

**QUALITY**

It would be inappropriate to chart a five-year trend of success and retention rates for the program overall as the mix of offered courses changed each year. Additionally, student outcomes in cross-listed courses will be reported with their home programs, such as Humanities.

As discussed, student outcomes historically have not been favorable in the telecourse format. INS-131 African Cultural History and INS-159 A History of the Vietnam Conflict were only offered in this format. They are currently on hold pending online development.
Study Abroad courses consist of INS-100, INS-206, INS-219 and INS-297. INS-219 (Honors Seminar) was not offered during the review period. The combined success and retention rates for the remaining three courses is graphed below.

**Course Assessment**
INS courses have not been formally assessed on their own. Additionally, since students in cross-listed courses are having the same learning experience, it does not make sense to assess them separately, rather, include them in the course assessment protocol of the primary discipline. Courses utilized for study abroad purposes would undergo programmatic assessment via the office of International Education.

**Departmental Student Success Efforts and Improvements**
Most improvement efforts for these courses are anchored within the home program, such as Humanities. The discontinuation of the telecourse format will improve success and retention rates, provided a quality online replacement is created.

**Innovations**
The program is innovative in that it provides opportunity for students to earn course credit while studying/traveling abroad as well as earn proficiency credit for non-traditional language skills.

**Alternative Modalities**
As mentioned, two courses (INS-131 and INS-159) were previously offered solely in the telecourse format. The college no longer offers courses with this mode of delivery. To remain active, the courses would have to transition into online or face-to-face formats. It is recommended that faculty in the Anthropology and History departments inform such decisions. INS-208, which is cross-listed with HUM-208 has only been offered online. The
lead faculty of this course retired after spring 2014. It is not known if a new faculty member will be identified to begin teaching this course again.

Collaborations
Due to the content and outcomes of these courses, the International Studies program is closely linked to other areas of the college with similar goals. GIST, the Humanities Center, the ECC International Film Series, the office of International Education, and Student Life are essential for the success of these courses. The division of Liberal, Visual and Performing Arts works closely with the office of International Education to coordinate course credit for students traveling abroad.

The decisions to withdraw or continue various courses under the INS prefix were and will continue to be made in consultation and cooperation between the Liberal, Visual and Performing Arts division and GIST (Global & International Studies Team), the division of Communication and Behavioral Sciences, ECC’s Curriculum Committee, and the college’s Center for International Education and Programs.

PLANNED IMPROVEMENTS/GOALS

Next Year
- Coordinate course assessment for students earning INS credit as scheduled within home programs

Next Five Years
- Seek IAI articulation for INS-107 and INS-204 within the Humanities program; consider withdrawing the INS courses and offer solely within Humanities
- Continue to determine need for remaining courses in cooperation with related home disciplines

Support Needed to Accomplish Planned Improvements
Collaboration with GIST, CABS division, various programs within LVPA division, and staff time.
ACADEMIC DISCIPLINE REVIEW REPORT TEMPLATE

<table>
<thead>
<tr>
<th>College Name:</th>
<th>Elgin Community College</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Number:</td>
<td>District 509</td>
</tr>
</tbody>
</table>

SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC DISCIPLINES REVIEWED IN ACADEMIC YEAR 2015

<table>
<thead>
<tr>
<th>Discipline Area</th>
<th>Modern Languages</th>
</tr>
</thead>
</table>

PROGRAM IMPROVEMENTS SINCE LAST REVIEW

FY10 Goals for Improvement (from previous Program Review report):

As related to Spanish, French, German, Russian

- Department plans to offer online and on-campus evening elementary and intermediate level classes.
- Department plans to offer special topics classes, such as Spanish for Teachers, in an online or hybrid mode.
- Faculty will continue to engage in learning outcomes assessment to identify areas and strategies for improvement.
- The program has identified a need to provide more opportunities for students to use their acquired language skills outside the classroom.
- Additional immersion programs, such as study abroad, are being developed.

As related to Chinese, Hindi, Japanese

- Replace the 2-credit hour courses in the International Studies program for Chinese and Japanese languages with 4-credit hour transferable courses in the Modern Languages program
- Initiate a sequence in Hindi

Progress made towards these goals from FY10:

- Spanish for Medical Professionals (SPN-231) is now offered online. This was chosen over Spanish for Teachers (SPN-241) because a pilot offered in 2012 yielded good results
- Online sections are currently offered for the Spanish sequence: SPN-101, 102, & 201. We are thinking of offering a 202 section online once the publisher’s online platform is piloted one more year on face-to-face classes.
- Russian 101 courses are currently offered. We are considering future development of Russian 102.
• The Chinese and Japanese courses have been offered and have steady enrollment
• Dual credit agreements were signed for Japanese and Chinese courses with local high schools. The Chinese program was cancelled due to scheduling conflicts.
• HIN-101 and HIN-102 were developed and offered (funded in part by a U.S. Dept. of Education Title VIA grant), but drew very little enrollment and are inactive

Additional Accomplishments since FY10:
• Italian courses are still offered and have steady enrollment
• To aid in simplifying transcript information, prefixes for the departments within the program where changed to reflect their specific language (FLS to SPN, FLF to FRN, FLG to GRM); as well, the intermediate courses were renumbered from 103 and 104 to 201 and 202
• The Modern Languages program has collaborated with the Chicago Latino Film Festival (http://chicagolatinofilmfestival.org/) by promoting the festival and creating assignments related to it to offer extra credit to students in intermediate Spanish levels.
• The program is working closely to assist in the development of partnerships with institutions in other countries to facilitate student immersion experiences, resulting in the signing of Memorandums of Understanding with schools in Puerto Rico, Russia, India, China and Japan.

MODERN LANGUAGES DEPARTMENT OUTCOMES / CURRICULA REVIEW

Program-Level Student Learning Outcomes
The Modern Languages program supports the American Council of the Teaching of Foreign Languages (ACTFL) standards. Regardless of language, students enrolling should be able to:

1. Demonstrate proficiency in listening, speaking reading and writing
   • Listening: demonstrate comprehension of sentence-length utterances on a variety of topics
   • Speaking: demonstrate comprehension of text dealing with a variety of content, including short, straightforward descriptions
   • Writing: writing short, simple paragraphs in order to satisfy practical writing needs
2. Demonstrate cross-cultural and meta-linguistic awareness
   • Develop an understanding of differences in grammar and syntax and to identify examples of contrasting linguistic meaning between cultures
Languages which require the introductions of new graphemes (alphabet & numerals) such as Chinese and Japanese will have an additional outcome related to that aspect.

Each course within a language sequence allows for ample introduction and practice of the outcomes. At the two-year community college level, mastery is not expected for these outcomes.

**Review of Current Curriculum & Outcomes**
Courses are designed to follow ACTFL standards regarding topics and learning outcomes. Each level is designed to prepare students for the next. Further review of the course offerings is currently not needed at this time.

The program has made a lot of progress in revising its emerging language courses from small offerings in the International Studies program to full-fledged transferable courses. While disappointing that Hindi did not catch-on within the district, Chinese and Japanese are growing.

**Alignment to General Education Outcomes**
All language courses heavily relate to the general education outcomes of Critical Thinking and Global Awareness & Diversity. They also relate to reading and writing skills and information technology. While language study involves learning number systems, the content does not directly relate to the college’s Math outcome.

**Articulation Review & Plans**
All the language courses are articulated to satisfy Major Field requirements. SPN-202, GRM-202 and FRN-202 are articulated to transfer and satisfy Humanities general education requirements for the Associates degrees. The program plans to submit CHN-202 and JPN-202 for general education articulation. Additionally, a new process has been created to award proficiency credit for Advanced Placement exam scores from high school students.

**NEED**
Intermediate courses (numbered -202) in Spanish, French and German fulfill Humanities requirements in the associate degree programs and others will transfer as elective credit in the Associate of Arts or Associate of Science degrees. All language courses fulfill the liberal education requirement for the Associate of Applied Science degrees. Specifically, a language course is required within the Associate of Applied Science in Restaurant Management degree.

Elgin Community College is a Hispanic-Serving institution. Students in the district can earn
up to 16 credits through available proficiency credit, which gives value to the life experience students bring to the institution. The program also significantly contributes to the college’s 20-in-1 campaign, which encourages student success by earning 20 credits in the first year. Students enrolling in an elementary language 101 and 102 can earn 40% of those credits (8 hours) in one academic year.

The skills students gain while learning a new language can transfer to other studies. These courses promote student independence, cross-cultural awareness and critical thinking. Language courses follow the communicative approach, promote self-assessment and include Bloom’s Taxonomy in their outcomes. These structures help students build self-reliance and critical thinking. Students are encouraged to practice in groups. Grammar study in a new language can also help students cement their knowledge of grammar in their native language.

Courses with lower enrollment (like Italian, German, Russian, etc.) cater to a niche population and therefore have lower enrollment, but we continue to offer them to provide students with other language alternatives. Modern languages help students expand multicultural understanding and helps them be more prepared for employment by developing communication skills in multiple languages.

**Enrollment**

Enrollments overall have followed the college’s growth trend with a more recent tapering. Spanish comprises the bulk of the modern language enrollment.

For the review period, the non-Spanish languages offered include Chinese, French, German, Italian and Japanese. This subset of languages has been growing in enrollment over the past five years, with French and Japanese being the most popular.
The elementary to intermediate Spanish sequence is also available online for the first three courses. The capstone SPN-202 is only offered in a face-to-face format. More sections of SPN-101 are run each ear and with less for the others. Enrollment for the second course, SPN-102, is roughly one-third of the SPN-101 enrollment. Persistence within the sequence continues to drop at each subsequent level, with roughly 15% of the volume in 202 as 101.

The remaining Spanish courses run on a limited basis as need arises. Current enrollment figures are tabulated below.
Japanese and French are the next highest enrolled languages. As with Spanish and to be expected, enrollment declines with each subsequent level, though retention through FRN-202 is somewhat stronger. This is likely due to FRN-202 fulfilling specific degree requirements.

In German, overall enrollment is declining, but the first two elementary levels are relatively stable as the language is having fewer students enroll in the intermediate levels.
Chinese courses began strong in FY11. Within the past few years, roughly half of those enrolled in 101 will continue to 102.

Italian is the newest set of courses, first offered in fall 2012. The two intermediate courses, ITN-201 and ITN-202, have been developed and will be offered as student demand grows.

**COST EFFECTIVENESS**

The program operates in a cost-efficient manner, and currently needs few resources beyond smart classrooms and teachers. The supply budget is quite small, amounting to just 16 cents per student enrollment in 2013. It may be possible to save money in printing, which costs $2.57 per student. This expenditure covers copies of syllabi, reproduction of tests and other classroom resources. The college actually nets $42.98 per enrollment in this set of programs, for a total of $55,959 for 2013, the last year for which data is available.

Longer term funding commitments would be required to develop the desired Language Lab. While the proposed lab is not a “full-blown” foreign language lab, it is intended to be created with little funding and as a place for students to access additional resources, improve their motivation and engagement in class as well as their fluency, independence and critical thinking skills. It would be an optional tool for students, those needing extra assistance and/or practice.
The program also achieves efficiencies by offering some courses in the online format.

**QUALITY**

**Student Success Rates**

Across the entire program, success rates range between 61% and 66%, with variations between languages displayed below. These are slightly below the college average success rate of 69%. Spanish is the highest enrolled program, contains courses beyond the standard elementary to intermediate sequence, and also offers sections online which contribute to its differing pattern. Success rates overall are on a general upward trend with Chinese and French bumping up and down (also caused by lower numbers of students). Italian is too new to describe as a trend.

Looking at the Spanish sequence courses alone (SPN-101/102/201/202), course success increases as smaller numbers of students progress towards the highest level. Contributing to its success, the fourth semester course, SPN-202, is only offered in the face-to-face format and is likely comprised of highly motivated students who intend to transfer their credit to a four-year school.
By modality, slight differences in these success rates by course are noted. The face-to-face modality seems to have more pronounced success in SPN-102 and SPN-201 than the first course in the sequence. Rates are below the college averages for each modality for the first two courses (and the FY14 figure for SPN-201). As will be discussed in the following sections, efforts are being made to incorporate more interaction within the online sections to improve success, as well as incorporating more technology in the face-to-face sections. Each has strengths to utilize.
Student Retention Rates

Across the entire program, retention rates range between 72% and 77%, with variations between languages and displayed below. This average falls below the college average retention rate of 86%. Spanish is the highest enrolled program, contains courses beyond the standard elementary to intermediate sequence and also offers sections online which contribute to its differing pattern. Success rates in German, Japanese and Italian are on a general upward trend, though Italian is too new to describe as a trend. French is holding steady after a spike in FY13 and Chinese is beginning to rebound after starting very strong in FY11 and FY12.

Course retention within the Spanish sequence tends to increase as students advance, but
fall below the college’s 2014 retention average of 86% for the first three courses.

As with success, slight differences are found in retention rates for these courses by modality. In the first-year courses, retention is higher in face-to-face, but does not exceed the college’s average of 87%. The online averages also do not meet the average of 78% for the modality. Also, it needs to be taken into account that students are offered proficiency credits for these levels which can affect both retention and enrollment.

Retention within the second-year courses is higher as the more motivated students advance.
The program is looking forward to the institutional change of how student withdrawals are recorded. The new “Z” grade will be implemented as part of the Drop Grace Period policy (implemented summer 2014), where students can drop a course within the first few days of the semester without penalty. The shift from W to Z will illustrate how retention is affected by this type of last-minute registration activity.

**Course Assessment**

Within language instruction, assessment is ongoing. To adequately advance, students must achieve 75% on all required skills: vocabulary, grammar listening comprehension, reading comprehension, written expression and cultural awareness. Students are taught to self-assess and be aware of their own progress. The program needs to apply these familiar in-course assessments to the college’s formal course assessment process. SPN-101 will have more focus than the other courses. It is the highest enrolled course and provides the foundation for students moving forward. Additionally, it is a course taught by a higher number of adjuncts in addition to the full-time faculty.

The course will also be affected by the implementation of a new placement test policy implemented in spring 2015. The placement test highly encourages students go to the course best suited to their needs - but it will also affect enrollment in lower-level courses given the fact that Heritage Speakers will be advised to take more advanced courses in the articulation. Assessments generally include student data from online sections as well. The program will set up a schedule to cycle through the four semester Spanish sequence and will also prioritize Japanese I and French I as these courses also have substantial enrollment.
Departmental Student Success Efforts and Improvements

The modern language program actively promotes implementation of student-centered instructional strategies as outlined in the college’s strategic goal *Foster a learning-centered environment*. Faculty attempt to meet at least twice per semester with full-time and part-time faculty to discuss issues of teaching, learning and student success. Outside the scope of language, students often need assistance gaining proficiency with the use of online tools such as publisher websites, workbooks and Desire2Learn.

The department is currently working with both the Advising and Testing centers to provide students with automated placement tests in Spanish and possibly in French and German in the future, to provide quick feedback to facilitate the advising process. It is a program priority to accurately place students in the level most suited for their current skills. It is anticipated that more accurate placement measures will lead to increases in course retention and success, even if it affects enrollment in beginner levels.

Faculty attend national and local conferences relating to the latest methodologies and technologies used in the foreign language classroom. Faculty are strongly encouraged to stay up-to-date with advances in the field and share information with colleagues. Program faculty also work closely with Early Alert and academic advisors to identify students at risk of failure. Students are encouraged to utilize the Tutoring Center and become involved in cultural clubs and programming.

Innovations

The program plans to explore the implementation of a language laboratory to facilitate learner interaction, language acquisition, skill development and learning assessment. It could also provide guidance on the use of online repositories and online tools, and provide computers for students to use while on campus for homework and skills practice. Students currently can use computers in the library and the various computer labs, but to truly work together and practice speaking and listening skills, a different environment is more suitable so as to not disturb other students working quietly and independently.

Many institutions of higher education have such a lab, which can be very beneficial to student learning. Wilson and Thaylan (2007) assert:

“The language laboratory is very useful for assessing students’ speech. It provides students with the technical tools to get the best samples of pronunciation of the language. The electronic devices used in the laboratory will stimulate the eyes and ears of the learner to acquire the language quickly and easily. The laboratory’s collection is designed to assist learners in the acquisition and maintenance of aural comprehension, oral and written proficiency, and cultural awareness.” ([http://www3.telus.net/linguisticsissues/lab](http://www3.telus.net/linguisticsissues/lab))
Further, as Deepika and Kalairasan (2013) state:

“A language lab can help students in several ways. When using a language lab, the learners can focus their attention on what they need to learn and at the same time, language labs foster a student-centered environment where the learner feels at ease and without fear of judgement, and where the use of text, video and audio help the learner focus on veracity with everyday events. It could allow for more student self-assessment given that the focus of control is on them and not on the instructor.”

https://sites.google.com/site/journaloftechnologyforelt/archive/april-2012/1-role-of-language-lab-by-deepika-kalaikarasan

**Alternative Modalities**

Online courses are very sought-after by ECC students. In order to be successful in any online course, students must be motivated and have high degrees of self-efficacy and capacity for reflection. This is even more so for online language courses and even though they may be considered by some as problematic when dealing with foreign languages, ECC has made sure that students use tools that promote cooperative learning and one-on-one feedback. Such tools have included Google+, Hangouts, video conferences and instant messaging, as well as asynchronous interactions via Desire2Learn. Face-to-face courses are scheduled to meet minutes twice per week, 100 minutes per class. This is a lot of interaction time that the online modality must simulate. The course shell within D2L has been carefully designed and was reviewed by an ECC Instructional Designer, who described it as well-organized and conducive to learning. This shell is provided to all instructors teaching online to adapt for their own sections.

**Collaborations**

The program is collaborating with local high school district U46 to have secondary teachers visit ECC’s classrooms. As mentioned under Additional Accomplishments above, the program is collaborating with the International Studies program to assist in the development of partnerships with institutions in other countries to provide student immersion experiences and faculty exchange opportunities. Collaboration with the Chicago Latino Film Festival helped promote the event to students and provided them with some free tickets. The festival gave students the opportunity to increase their exposure to and knowledge of the culture. The program has developed a strong relationship with the Testing Center and the new academic advisors to provide clear communication and directions for students seeking proficiency credit and placement options.

Exploratory conversations have been initiated to investigate innovative collaborations with other departments to promote student success. For example, pairing ESL Spanish speaking students with intermediate Spanish learners may prove beneficial to students in both programs. Developmental English students also taking beginning Spanish classes could
make excellent connections between these courses, as these language classes reinforce the concepts taught in each. This kind of pairing could create a stronger foundation in language literacy, improve critical thinking skills, and enhance students’ chances for continued academic success and completion.

High school students from two local districts may earn dual-credit for Elementary Japanese (JPN-101/102) and Chinese (CHN101/102).

**PLANNED IMPROVEMENTS/GOALS**

**Next Year**
- Integrate D2L into all language courses, regardless of modality
- Incorporate the use of modules and Google+ in all online courses
- Create a Modern Language Club to motivate students and promote the programs within the college
- Explore improvement opportunities in placement processes for Spanish
- Create a proficiency test for Russian (RUS-101)
- Seek articulation for CHN-202 and JPN-202
- Offer language-specific and general workshops to program instructors
- Faculty will continue to engage in learning outcomes assessment to identify areas and strategies for improvement, especially concerning issues related to validity and reliability in the articulation of courses.
- Consider modifying pre-requisites in the language sequence courses to specify “C or better” in prior course.
- Develop language immersion programs, such as study abroad, in conjunction with other offices in the college.

**Next Five Years**
- Explore the development and creation of a Language Lab to promote learner independence and a language-rich culture within the college to be competitive with other institutions of higher education. Such a lab would create a calm, dedicated space for students to practice a language without fear of interrupting other students’ learning process, it would provide a space for part-time instructors to provide hands-on instruction on online ancillaries and a meeting point for Independent Study courses. In addition to the previously cited benefits, a language lab would create a culture of learning and engagement similar to that encountered by students in other two and four-year institutions of higher education, creating a
bridge between their years at ECC and the possible courses they would take at other institutions of higher education\(^1\).

- Explore the possibility to offer Spanish for Educators in consultation and communication with the Continuing Education division and with the Education and Early Childhood Education programs at the college.
- Consider expanding French courses to the online format.
- Explore potential to expand dual credit opportunities for high school students in other languages, for example, German.
- Explore the development of a relationship with a university in Russia for exchanges (based on expressed interest)
- Explore strategies for increasing enrollment in critical languages (e.g. Hindi, Chinese).
- Explore the development of learning communities with other subject areas within the division, such as History and Political Science, for higher-level Spanish courses. This would provide opportunities for Heritage Speakers to take more courses at ECC.
- Identify opportunities for program faculty to present at national conferences.
- Expand workshops for language instructors to include K-12 level.

**Support Needed to Accomplish Planned Improvements**

The program would need funds and space to create the language lab. Additional motivators may be required to promote professional development for faculty. Full-time faculty can apply for professional development funding; however, while adjunct instructors have access to professional development funds, they may not have the time to participate.

---

\(^1\) A sample of the four-year institutions where our student usually transfer or are in the area and have a language lab include: Aurora University, Chicago State University, DePaul University, Elmhurst College, Loyola University, Northern Illinois, and the University of Illinois at Chicago.
ACADEMIC DISCIPLINE REVIEW REPORT TEMPLATE

<table>
<thead>
<tr>
<th>College Name:</th>
<th>Elgin Community College</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Number:</td>
<td>District 509</td>
</tr>
</tbody>
</table>

SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC DISCIPLINES REVIEWED IN ACADEMIC YEAR 2015

<table>
<thead>
<tr>
<th>Discipline Area</th>
<th>Music</th>
</tr>
</thead>
</table>

PROGRAM IMPROVEMENTS SINCE LAST REVIEW

FY10 Goals for Improvement (from previous Program Review report):

- 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.

- Additional rehearsal space is a critical need and has been requested. The music program competes with the theatre program for instructional/rehearsal space. 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).

- 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.
• 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.

Progress made towards these goals from FY10:

• Music technology has been created and now has its own studio, student lab with 4 stations. A student recording studio is in the works; this will be shared with the videography program, and will open to students in Fall 2015.
• Piano lab upgrade – this lab was moved to the 3rd floor to make way for the new music technology lab. New pianos were purchased; these stations may be upgraded later by adding a computer to support advanced theory instruction. All remaining music classrooms have been upgraded with smart instructional technology. Last year classroom sound systems were upgraded and/or repaired.
• The recital hall (VPA 191D) was not used for the music technology lab; this remains a unique general classroom and is used by the Communication and Behavioral Science and Liberal, Visual & Performing Arts divisions.
• While it is uncertain when funding will be available to support programmatic upgrades and expansion, the college has submitted a Resource Allocation Management Plan (RAMP) to the State of Illinois for an Arts and Technology building, and has reserved the funds required to support this project.
• The department has also collaborated with the communication design program to share spaces, including Mac classrooms and a planned (pending) student audio recording studio.
• VPA 191 is still available for shared MUS/THE classes and CMS-106 Film Appreciation.
• No additional rehearsal space has yet been allocated. Progress has been made in Arts Center facilities, notably in lighting and sound equipment, although more improvements need to be implemented, especially in Second Space theatre.

Additional Accomplishments since FY10:

• A new recording studio has been completed, supplanting the steel band rehearsal room to the former piano lab. This required a new piano lab to be created on the third
floor of building H. A 4-station student lab has been created, and is being used regularly to support student success.

- Summer jazz camp did run in Summer 2013, but low enrollment stalled continuation of the project.
- The Jazz Ensemble has received numerous awards in the Skyway Jazz Festival, notably many “Outstanding Soloist Awards”.
- The Elgin Youth Symphony (an in-residence ensemble) is continuing to grow, and has recently been featured in performances at the Ravinia Festival.
- The performance ensembles have been regularly recognized for their high levels of achievement.

MUSIC DEPARTMENT OUTCOMES / CURRICULA REVIEW

Program-Level Student Learning Outcomes
The program consists of four primary sequences of courses: Music Theory, Class Piano, Music History, and Applied Music.

The objectives of the music theory sequence are to prepare students to transfer to a four-year institution and the successful completion of a bachelor’s degree. The theory program at ECC is designed to completely replace that of the freshman and sophomore years at the four-year program. A four-semester sequence is designed for students who can read and write music on a very basic level at entrance. For those students who have little or no experience writing music, we offer an introductory course (MUS-100 Intro to Music Theory) to provide a basic foundation before they enter the four-semester sequence.

Moreover, the objectives of the class piano course sequence are to take a student from the beginner level to the intermediate level. A final objective of this program is to develop students’ skills so that they may play independently with two hands, and sight-read intermediate-level sheet music.

The objectives of the music history sequence are to prepare students to transfer to a four-year institution and the successful completion of a bachelor degree. The music history sequence will take students from antiquity (i.e. middle ages) to modern art music of the 20th and 21st centuries.

The applied music program allows for personal growth and development, regardless of entry level. This program serves students of a wide age range and skill, from the true beginner to adult advanced students.
Current program-level student learning outcomes include application of theoretical concepts, demonstration of performance skills, and knowledge of history and literature. Each outcome is represented throughout the curriculum, at the appropriate times. Students are given the appropriate opportunity to practice all outcomes before completion. It is of note that this program is not designed to yield mastery in the field, therefore many outcomes will not be mastered during this program. Instead, many outcomes are introduced, with ample opportunity for practice, before a student transfers to a four-year school for mastery. For some outcomes, students do have the opportunity to master (notably in upper-level performance ensembles and applied music). Each course does contribute to one or more outcomes. No gaps or mismatches are recognized. Therefore, no changes are recommended at this time.

Specifically, the outcomes are as follows:

**Theoretical**
T1. Apply the knowledge of appropriate notational systems to notate music and interpret scores.
T2. Apply the knowledge of scales (e.g. chromatic, whole tone, blues, modes), intervals and chords to write and transpose music. This also implies aural training of these elements.
T3. Provide a chord basis for melodies.
T4. Critically evaluate representative samples of notated, recorded and performed music with specific focus on: Genre, form/structure, instrumentation, compositional techniques.
T5. Compare different styles of music within varied social, historical and cultural contexts.

**Performance**
P1. Perform a variety of solo pieces on one or more chosen instruments
P2. Demonstrate musical response including awareness of style, tone quality, rhythmic precision, articulation and phrasing.
P3. Demonstrate a sense of stylistic and imaginative interpretation of pieces.

**History and Literature**
H1. Identify musical terms, concepts, composers and major historical periods.
H2. Write papers demonstrating the ability to locate, evaluate, summarize, analyze and synthesize appropriate resources.
Review of Current Curriculum & Outcomes

Curriculum review is overseen by the department Instructional Coordinators. Mapping coursework to program outcomes is conducted on a regular basis and there was strong consensus on all matters. One change identified was to outcome P1. The new outcome should read: "Perform a variety of repertoire on one or more instruments."

There is also consensus regarding current and future goals of the program. The largest change to be implemented in the next five years is a modernization of the music theory curriculum to take advantage of modern technologies that can assist in the learning of music theory.

The level of communication between faculty and coordinators is high, with few reservations. Department meetings will need to occur with higher frequency in the future.

Alignment to General Education Outcomes

All music coursework is aligned, to some extent, to the general education outcomes. Specifically, Critical Thinking, Math/Quantitative Literacy, Reading, Global Awareness, Writing, and Information Literacy & Technology are all strongly infused in the music curriculum.

The music program has the strongest alignment with the Critical Thinking general education outcome. This is not a surprise, as the performance and analysis of music requires a high degree of critical thinking. Additionally, it was affirming to see a high level of alignment with the Global Awareness general education outcome, as it is an important goal of ECC’s strategic plan.

Articulation Review & Plans

Music classes are designed for transfer programs and are fully articulated with nearby 4-year schools. This allows students to easily transfer credits as they transition into a new college. Note however, that while transfer to another college is easy, acceptance into a particular music program as a music major is not assured. Most programs require a demonstration/assessment of performance skills prior to acceptance. This means it is critical to provide students with ample opportunities (concert band, jazz band, vocal ensembles) to perform in public settings (e.g. concerts, juries) and a robust applied music program (private lessons).

The courses that are general education electives and transfer credits are appropriately articulated, and are regularly accepted as degree and transfer credits. The program would like to explore the possibility of new degree programs in the future. A project is underway to explore programs and new course directions in the music department.
**NEED**

Students completing coursework in the music program gain music skills that prepare them for a bachelor’s program in music or supplies a general education arts elective for associate’s degrees. They also gain communication, collaboration, critical reasoning and problem-solving skills. Notably, students in the arts also tend to acquire an entrepreneurial mindset, needed for success in a performing career.

A theory based course sequence, designed for future music majors, is intended to replace the first four levels of a 4-year music program. The program offers two semesters of music history, designed to replace appropriate classes in a 4-year music program. Additionally, a variety of performance classes (i.e. Choir, Band, Orchestra, and Applied Music Lessons) are offered. These are designed to serve multiple student types. They provide future music majors with ensemble and individual instruction transfer credits, as well as providing non-music majors with valuable, skill-building experiences for life-long enrichment.

MUS-105 Music Appreciation and MUS-104 Musics of the World are intended to provide humanities credit for general-education students, particularly associate degree-seeking and transfer students.

While few students graduate ECC with a music performance degree, a significantly higher number of students transfer to 4-year schools and use their ECC credits towards a bachelor’s degree.

**Enrollment**

Enrollments in music coursework were generally steady over the past several 5 years; and have still been increasing slightly even as ECC's overall enrollment declines from its peak in FY11.
MUS-104 and MUS-105 are the program's highest enrolled courses; averaging 143 and 644 enrollments each year, respectively. Over the past 5 years, these general education elective courses have experienced growth. Increased enrollment in MUS-104 is attributable to a wonderful instructor, Jeff Hunt, whose reputation has spread and made the sections he teaches highly sought after by our students. MUS-105 enrollment increased 39% for online sections, while enrollment in face-to-face sections declined by 21% for the same time period; netting an overall increase in enrollment of 16%. The department attributes these gains to a focus on hiring and retaining qualified instructors who offer a quality education to the general education students via accessible scheduling and instructional modalities.

The applied music courses (MUS-140 and MUS-240) have seen interesting growth, as well. The beginner section, MUS-140, with an average annual enrollment of 179 students has seen a growth of 19% over the past 5 years. Significant growth has occurred in the advanced section, MUS-240, which has a steadily increased the number of enrollments from 19 students in 2010 to 56 students in 2014. This positive growth in enrollment is attributed to the hard work being done by our conservatory manager to hire and retain skilled teachers, all of them professional musicians.
The music theory program, comprised of MUS-100, MUS-128, MUS-129, MUS-228, and MUS-229 posts the lowest enrollment; averaging 29 student enrollments annually. Low enrollment may be due to instructional design that fails to capitalize on technological advances available to support these types of courses. There are plans in place to infuse more technology and hands-on experience into these courses.

Given the success of the online sections of MUS-105, the department is exploring the feasibility of expanding its online offerings to include MUS-104 as well as online theory courses. Theory can be quite interactive if using the right tools, and these tools are starting to become more available online.

Additionally, the department will need to replace faculty that are retiring and would also like to add a new faculty member to explore offering contemporary ensembles of a flexible nature. This need is not being met by area high schools and would be a significant enrollment draw.

**COST EFFECTIVENESS**

The music program budgets are quite complex as each performing ensemble is segregated into its own cost center. It is important to segregate these to better understand and control the costs related to performances, especially musical productions. While it is critical for performance students to have performance opportunities, considerable resources are required to support these. Note that the costs for rental represent a pass-through – ECC academic departments paying ECC for use of the Arts Center.

The music program offers general education courses and performing classes as well as
private music lessons. In addition, the college partners with 6 not-for-profit organizations to offer credit and non-credit performance classes to increase public access to performing opportunities and to deepen our relationship within the community. Five of these “in resident ensemble” (IRE) partnerships are offered under the auspices of the music program and 1 is offered under theatre. The music IRE organizations are 1) Elgin Master Chorale (formerly Elgin Choral Union), 2) Fox Valley Theatre/Elgin Children’s Theatre, 3) Hamilton Wings (its Students Creating Opera to Reinforce Education (SCORE) program), 4) Elgin Children’s Chorus, and 5) Elgin Youth Symphony Orchestra.

Beyond the production/performance ensemble/IRE expenses, most of the costs associated with the classroom based program are related to faculty salaries and benefits. Two of the program’s three full-time faculty are about to retire (one in spring 2015 and the other in spring 2016), and these faculty salaries are very high. It is likely that there will be significantly reduced full-time faculty expenses beginning in FY2016. In 2013, the classroom based courses were supported by a modest supply, printing and contractual services budget allocation of $6,372, plus $9,874 in software and equipment lines to support the music production program, which just this year (FY15) has separated into its own department. Based on the financial data provided, the college loses $40,463 on this program, due in part to the high salaries of senior faculty.

Taken all together, in 2013 the revenue generated by the program (including IREs) was $665,594, with costs of $896,898 resulting in a loss of $230,944. Note that nearly half of this loss, $106,539, represents the space rental and labor associated with supporting performances. These internal costs are charged to music department programs. This is a good practice for fostering responsible use of resources, but it should temper any discussion about high costs of the program.

Another contributing factor for the entire program is that tuition charges are based on credit hours but faculty compensation is based on contact hours. Most of the courses in the general music department are 3-credit and contact courses, but the music production courses are 3 credit/4 contact hours. This is undoubtedly contributes to the $40K deficit in this music department (in addition to high senior faculty salaries). A clearer picture of the credit/contact hour impact will emerge once a full year of data is available with the new music production department separated (at the end of this fiscal year). Nearly all of the performance ensemble courses are 1-credit and 3 contact hours. According to FT-PT Faculty Analysis data, if we were to charge on contact rather than credit hours, the music program would have generated another $239,691 (number not available for FY13 for direct comparison).
Moving forward, the department will review the curriculum and that of other programs – from music theory to performing ensembles, to determine if credit/contact hour ratios are appropriate. In music theory, students may need more support (online tutorials, digital lab) to feel confident enough to enroll in the next course. Musical theatre costs will be evaluated to identify opportunities to reduce expenses and opportunities to increase ticket sales. Additionally, the department will also actively recruit students, explore dual-credit options with area high schools, expand online offerings and consider alternative modalities.

An initiative to re-invent the current jazz program as a contemporary popular jazz-influenced ensemble is under consideration. This may require a financial commitment to new sheet music, new instruments (such as electronic performance instruments), and development of new faculty. The department also desires to infuse more technology into the music theory program, which we believe will promote persistence through the sequence (a foundational requirement for music majors).

**QUALITY**

**Student Success Rates & Retention Rates**

During this reporting period, the Music Department demonstrated an overall increased course success rate of 89%, up from 85%, significantly exceeding ECC’s 2014 overall success rate of 69%.

<table>
<thead>
<tr>
<th>Yr</th>
<th>MUS Success Rate (A-C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY10</td>
<td>85%</td>
</tr>
<tr>
<td>FY11</td>
<td>85%</td>
</tr>
<tr>
<td>FY12</td>
<td>85%</td>
</tr>
<tr>
<td>FY13</td>
<td>86%</td>
</tr>
<tr>
<td>FY14</td>
<td>89%</td>
</tr>
</tbody>
</table>

Music Theory

While enrollment in music theory courses (MUS-100, MUS-128, MUS-129, MUS-228, MUS-229) is low, those students that are enrolled are successful in the particular course enrolled.
The MUS-100 course, representing roughly 75% of the enrollment for this category, was updated and improved in 2012 resulting in an increased success rates in both the face-to-face and online modalities. Enrollment fluctuations have caused this course to run sporadically in the online format. However, the updated curriculum and clear student expectations have had a positive result.

Despite these high success rates, students are not continuing through the entire music theory sequence which is required for music majors. It appears that only about a third of those who start in the second course, MUS-128, make it through the sequence. As noted earlier, the department plans to integrate instructional technology into these courses to
support differentiated instruction that will help students master critical theory concepts they need to succeed in the field.

Class Piano
The Class Piano sequence is comprised of MUS-126 Class Piano I and MUS-127 Class Piano II. MUS-126 posted an increased success rate from 64% in 2010 to 78% in 2014. A highly skilled instructor has made course goals clear and has given great assistance in helping students meet those goals. Not surprisingly, retention rates for MUS-126 have also increased from 77% to 85% in the same time period.

Music History/General Education
MUS-104 Musics of the World, MUS-105 Music Appreciation, MUS-106 Music Literature from 1400 - 1750, and MUS-107 Music Literature from 1750 to Present make up the Music History course offerings. The most popular general education music class offered is MUS-105 Music Appreciation, followed next by MUS-104. MUS-105 Music Appreciation is offered in multiple modalities: face-to-face and online. Both delivery methods have proven successful for students, as evidenced by the success rates.
Applied Music
The courses with the highest success and retention rates are the ensembles; where students are continuing we hope will be a life-long experience in performance. They are there work as a team in rehearsing and performing music, and students nearly always see the class through to its culminating event. As a result, on average, ensemble courses enjoy outstanding success rates of between 97% – 99% and retention rates of 98% - 99%.

Completions
Students have the option to pursue an Associates of Fine Arts degree in either Music or Art. Most intending on transferring may declare a Fine Arts major, but complete a standard Associates of Arts degree. Those receiving the AFA are graphed below.
Course Assessment
The Music Department has devised an assessment plan that takes into account a large variety of concerns. The biggest priority is to complete a full assessment of the program, which was not done in the previous five-year period. In the full program assessment, ways to modernize the music theory program will be explored; as well as the structure of the performance classes. Additionally, the department is interested in the relationship between online and conventional learning.

Because not all courses were fully assessed in the previous 5 year cycle, no one course was assessed more than once. Courses were never assessed in the summer, and the courses that were assessed were assessed fairly spaced-apart. For the next five years, a plan has been put into place to spread the timing of assessment out, for all the various sequences and performance programs. Assessments will include different modalities. Also, there are a number of in-residence ensembles, which employ a large number of teachers. It has been decided to combine their course assessments together, so they may look at the program as a whole, instead of one course at a time.

Departmental Student Success Efforts and Improvements
The department always strives to make programmatic improvements in an effort to bolster student success. To this end, the department’s senior faculty member/co-instructional coordinator is undertaking a Special Services Project, which will identify, investigate and discuss 8-12 reputable music departments focusing on three key questions:

1. How do other college music programs support student engagement and success in an era of technological revolution?

2. Relative to the music programs in general, what existing community partnership models have the potential to provide broad-based support for and engagement with the college's music programs?

3. What have other colleges done to update and diversify their music offerings?

Innovations
Innovation in the music department focuses on bringing modern and relevant music to the college curriculum. This is, at its core, a difficult task because music is constantly changing. There is new music every day, and it is a great challenge to maintain in the college courses. However, faculty, especially in the music appreciation and ensemble courses, regularly strive to bring modern music relevancy to their courses.

A strong example of innovation in the last five years has been the creation of the music production program, which creates opportunities for students to use modern equipment to make their own music. A more detailed account of this program is provided in this
Program Review document in the Music Production Program section.

Additionally, we need to develop courses in popular music history, music composition, and songwriting. The best way to staff those classes would be with a full-time faculty member who specializes in contemporary popular music. They could also share duties with the replacement of the retiring music theory faculty to truly bring our music department into the 21st century.

**Alternative Modalities**
The online music theory and music appreciation courses are under constant revision. Many instructors regularly use D2L, the college’s learning management system, as an augmentation of the face-to-face classroom. Many teachers are using modern multimedia, such as YouTube to enhance student experiences.

**PLANNED IMPROVEMENTS/GOALS**

**Next Year**
- Hire Replacement for retiring faculty (to teach theory, instrumental performance (e.g. band, jazz) and/or history courses
- Hire student workers to monitor music lab, facilitating increased student access. Either add lab space or relocate to a larger room (consider Piano lab, which is currently available in afternoons)
- Development of Contemporary Popular Music ensemble(s)
  - Explore nature of ensemble(s)
  - Determine what instruments/technology are required to get program running
  - Find instructor(s)

**Next Five Years**
- Development of Composition, Songwriting, History of Urban Music, and History of Rock and Roll classes to be part of Music Production Associate’s Degree (see Music Production Activity 4 for more information)
  - Courses to be developed, sent to Curriculum Committee
  - Instructor required to teach
- Develop proposal for additional full-time hire to manage/teach instrumental performance ensembles (Concert Band, Contemporary Jazz/Hip Hop Ensemble)
  - Contemporary Music Histories (see above), Composition, and Songwriting
  - Research need and feasibility
  - Seek administrative and budget approval
• Infuse Technology into theory program to revitalize program and boost enrollment
  o Research/explore current methods of music theory instruction, both online and offline
  o Explore theory lab functionality/compatibility with current piano lab
  o Develop software/hardware equipment requests with new faculty hire
• Develop relationship with an outside music venue for regular student performances
  o Find a venue
  o Pilot concert program (Choir or New Jazz?)
  o Look into regular concerts

Support Needed to Accomplish Planned Improvements
• Computers for music theory lab (potentially shared with music production)
• Software for music theory lab (potentially shared with music production)
• Financial commitment from college for hiring and replacement of theory/instrumental faculty (replacement) and contemporary music (new hire) faculty
• Funds for student worker
• Instruments/Technology for Contemporary Popular Music ensemble(s)
• While it is uncertain when funding will be available to support programmatic upgrades and expansion, the college has submitted a Resource Allocation Management Plan (RAMP) to the State of Illinois for an Arts and Technology building, and has reserved the funds required to support this project. It would provide a new building for the automotive program and the expansion and retooling of arts technology programs including photography (ART), videography (CDN) and music production (MUS), as well as provide backfill space for other art programs. The expansion would utilize 11,445 square feet of the first floor of Building G and a modest addition totaling 5,885 square feet in size would be constructed adjacent to the south end of the current Building H. Primary academic spaces in the Arts Technology Building would include but are not limited to:
  o Photography: digital laboratory, darkroom, process room, finishing room, printing room.
  o Shared spaces: lighting studio, production technology labs, rehearsal space, arts/technology gallery, student equipment check-out.
  o Media (video) production: soundstage lab, Foley sound effects lab.
  o Music technology: studio, mixing room, recording studio, duplication services.
  o Scene-shop expansion.
  o Faculty and adjunct faculty offices.

(Source: Resource Allocation and Management Plan Arts and Technology Executive Summary, June 2013)
ACADEMIC DISCIPLINE REVIEW REPORT TEMPLATE

<table>
<thead>
<tr>
<th>College Name:</th>
<th>Elgin Community College</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Number:</td>
<td>District 509</td>
</tr>
</tbody>
</table>

SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC DISCIPLINES REVIEWED IN ACADEMIC YEAR 2015

<table>
<thead>
<tr>
<th>Discipline Area</th>
<th>Political Science</th>
</tr>
</thead>
</table>

PROGRAM IMPROVEMENTS SINCE LAST REVIEW

FY11 Goals for Improvement (from previous Program Review report):

- Continue to update faculty use of available technological resources through computerized access to internet capabilities (e.g. use of overhead projection, downloaded internet content, connections to ECC library to display maps, peer reviewed articles, etc.)
- Continue to develop and use technology in faculty offices to facilitate transfer of information and communications between faculty and students (Skype on all faculty computers)
- Develop department’s long-term classroom space utilization plan; working with Anthropology to develop usage plan of shared classroom
- Promote faculty initiatives to develop balanced plans which seek to increase departmental effectiveness, such as adopting better utilization of physical facilities, offering classes during peak hours of student demand
- Develop department specific foundational information lists for basic understanding of introductory and advanced POS courses
- Develop department’s recommendations for assessment tools to be used in the first and latter halves of the semester

Progress made towards these goals from FY11:

- Coordinating with reference librarians in developing and administering research/study guides “Follow the Footnote” and “The Revolution Will Not Be Televised” in order to improve student research techniques as well as remedy gaps in student background regarding development of U.S. institutions and protocols.
- Developed NewmanCam, as an aspect of the POS research guides, showing students how to conduct political research on a step-by-step basis
Additional Accomplishments since FY10:

- Developed online offering for POS-151
- Department conducted the Illinois Political Science Association annual conferences in 2012 and 2013.

POLITICAL SCIENCE DEPARTMENT OUTCOMES / CURRICULA REVIEW

Program-Level Student Learning Outcomes

1. Explain relationships between political life and broader American and world cultures
2. Describe formal governmental institutions and legal structures, political behavior and processes
3. Analyze and evaluate political phenomena

Review of Current Curriculum & Outcomes

Curriculum review is quite straightforward for these courses. The fullness of the POS courses reflects the wide array of subjects traditionally offered in college and university Political Science programs. Moreover, the list of classes also reflects the college’s desire to teach that which is important locally, as well as teaching courses that are significant from an international perspective. Minimum Competencies prerequisites in reading and writing were added to the appropriate courses in fall 2006 and do not need revision. None of the courses has an additional pre-requisite; that is, students may take courses in any sequence. Course outlines, particularly student learning outcomes, may be revised in the near future along with the History department. Changes are not anticipated within the next five years as far as developing new courses or withdrawing any current ones. The program covers subjects with are locally, regionally, nationally and globally focused. Currently, the independent study course, POS-297, is designed to allow students to earn credit for real-world political work, especially by participating in political campaigns.

Alignment to General Education Outcomes

Courses within the history department contribute most significantly to the college’s general education outcomes of Reading, Critical Thinking and Diversity/Global Awareness. At a moderate level, students will utilize and develop writing skills. Faculty have been engaged in interdisciplinary dialogue regarding critical reasoning and disciplinary literacy. The department supports these initiatives and will work together to provide exposure to students about how the discipline conducts research, writing and analysis.

Articulation Review & Plans

Six of the nine current courses are articulated with IAI, and do not need re-articulation. Additionally, the remaining courses are not eligible for an IAI designation (a Topics course,
Honors seminar and an independent study).

**NEED**

Six of the department’s courses fill the social science requirement for the college’s associate’s degrees. The ECC Political Science program seeks to provide courses which meet the needs of varied members of the student body and broader ECC community within the community college district. POS-150 is considered the program’s flagship course, accounting for nearly 70% of the enrollment. POS-151 is offered exclusively online, serving as a critical degree requirement for students pursuing an online credential.

Additionally, courses appear within the curriculum of a few other programs at the college. POS-150 American Government, National is a required course in the Criminal Justice degree. POS-150 and POS-151 American Government, State/Local are recommended electives for Fire Science. Students in the paralegal degree program must choose one of these as part of the social science requirement.

**Enrollment**

Enrollments have been staggered during the review period with a slight downward trend. The college’s overall enrollment peaked in FY11 and has been declining since then. Online enrollment has been exclusively in POS-151 American Government, State/Local. These sections have been consistent over time. Telecourses have run exclusively in POS-150 American Government, National and have been curtailed institution-wide as previously described.
POS-150 is the largest course, peaking with the college’s enrollment pattern in 2010 and 2011. Throughout the review period, telecourse section were still offered within the department until being phased out under the current faculty contract. Online offerings will be developed to regain enrollment.

Trends vary in the remaining courses. In the more consistent cluster of POS-151/152/251, seats are trending upwards. In the remaining group, sections are not guaranteed each year, primarily based on interest. POS-219 Honors Seminar in Government has not been offered during the review period.
COST EFFECTIVENESS

History and Political Science programs have a combined budget. These programs need few resources beyond smart classrooms and teachers. The supply budget is quite small, amounting to just 58 cents per student enrollment. It may be possible to save money in printing, which costs $2.94 per student. This expenditure covers copies of syllabi, reproduction of historical documents and other classroom resources. A travel budget of $6,317 was allocated in 2015 to support political science students and faculty participating in the Model Illinois Government (MIG) conference in Springfield. This may need to be increased to support more student participation, or if associated costs rise.

Per available data, the college actually nets $10.08 per enrollment in the HIS/POS programs, a total of $19,168 for 2013, the last year for which data was available. If the costs for MIG had been included in 2013, the net would have dropped to just under $13,000.

As mentioned, the department plans to develop and offer online sections of POS-150 to restore the revenue lost by the discontinuation of the telecourse modality. Attention will need to be paid to quality so that fiscal gains are not offset by lower retention and success rates.

As will be discussed further under Innovation, a proposal has been submitted to purchase a classroom set of Google Chromebooks and other AV equipment (HD camcorder, PCM recorder, tripod, microphones) to enhance student learning in face-to-face sections. The mobile set of ChromeBooks may cost $8,000 and the desired AV equipment currently totals $1,490. This project is being led by the History department, but will also benefit Political Science.

QUALITY

Student Success Rates

Overall, the POS course success rates (grades A – C) exceed the 2014 college average of 69%. Several courses have the same pattern of a dip in success during the 2010/2011 and 2012/2013 academic years.
As mentioned, the college-wide success rates in telecourse sections are generally lower than those taught face-to-face. POS-150 in the telecourse format did have lower student success, but significantly exceeded the college 2014 average of 54%. The POS-151 online however, just narrowly meets the college’s current success rate for online sections of 61%. Remedies may be discovered when formal course assessment is implemented.

**Student Retention Rates**

As with success rates, the departmental course retention rate average generally meets or exceeds the college 2014 average of 86%, dipping below during 2010/2011 and 2012/2013.
It is important to note that POS-150, the highest enrolled course, has consistently high retention rates in the nineties, exceeding the college’s 2014 face-to-face modality retention rate of 87%. The telecourse sections of POS-150 generally exceeded the college’s average of 75% for the modality. Retention in the online sections is currently below the college’s average of 78%, but demonstrated an encouraging increase through 2014.

Course Assessment
Course assessment for the college has not yet become routine within the department. Formal assessment has been completed in POS-251. Recommendations included: lectures should more clearly highlight relevant issues for students; review sessions or study sheets be created for major tests and projects; and funds be secured to acquire more DVDs and other viewing materials to offer students a different way to learn the subject matter. Lastly, department faculty recognized the need to review all course outcomes to determine what
types of revisions could make the courses more current and the outcomes more measureable.

**Departmental Student Success Efforts and Improvements**
Department faculty discuss student retention and success during department and division meetings throughout the semester. Among the challenges specifically for history and political science is having the students actually read and then analyze primary sources and documents. Rich classroom discussions cannot happen when students do not do the assigned reading. More generally, it is observed that student motivation is a factor hindering success – attending class, arriving on time, utilizing technology instead of being distracted by it and actively participating in class discussions and group-work are common struggles. Faculty recognize the need for more time to pursue improvement: teaching five or more classes a semester, working with students and committee assignments do not leave much time.

Faculty also emphasize college resources to students to take charge of their own success. Tutoring, the Write Place, Early Alert and Academic Advising are touch-points to emphasize. Faculty are providing students with guides and strategies for reading and note-taking, and practice these skills in class.

**Innovations**
A major initiative supported by program faculty is participation in the Model Illinois Government (MIG) program. This program engages faculty and students in the political science discipline. It is one of the preeminent inter-collegiate government simulations in the United States and is organized entirely by college students. Each year, nearly 300 students from over 20 colleges and universities across the state converge on the Illinois Capitol for a four-day legislative simulation and moot court competition. Students choose among various roles including: legislators, lobbyists, journalists, attorneys, justices, budget analysts, as well as leadership positions within parties and committees. Students are assigned political parties and districts and are placed in committees of their particular interests. They then simulate legislative processes in the actual committee rooms and chambers of the Capitol building (see [www.modelillinoisgovernment.org](http://www.modelillinoisgovernment.org)).

In Spring of 2015, ECC sent 12 students to participate in MIG for the first time. Students reported that the experience was transformative, opening their eyes to new possibilities and showing them how government really works. While preparing for this simulation, only one student expressed interest in a career in politics/public service, but after experiencing it, all but one student declared that they intended to pursue this path. The exercise was so successful that faculty plan to make this student-centered and active-learning experience a permanent part of the political science department. In preparation for this simulation,
students participated in an 8-week course on local and state government, focused on study and discussion of Illinois politics. The trip course also included a visit to Prairie State College for a mini government simulation and in-class discussions with both an Illinois State representative and an Illinois State senator.

The History Department is currently developing a proposal to incorporate a classroom set of Google ChromeBooks as well as video and audio equipment into face-to-face instruction. A mobile classroom set of portable ChromeBooks will allow instructors to easily and quickly facilitate student engagement with online videos and/or digitized archives or other historical primary sources. This will also allow instructors to help teach and model best practices for student online research and utilization of historical databases and archival collections. It is anticipated that political science courses will also be able to utilize this new technology for similar learning purposes.

**Alternative Modalities**
While the telecourse modality was withdrawn college-wide for quality purposes, the department had a consistent offering with considerably higher than average success. It is hoped that the online sections developed in the future will also exceed college success rates, as well as appeal to students looking to flexibly manage their course load, and restore lost enrollment. As mentioned above, POS-151 is offered exclusively online. POS-152 Principles of Political Science and POS-150 American Government - National are also slated for online development.

All classrooms used for History and Political Science courses have been transformed into “smart classrooms”. Now, virtually instantaneous access to knowledge has informed and changed instructional delivery within the discipline of history. Faculty are embracing the new paradigm. Classroom technology is used to support lectures with audio & visual material and maps, Desire2Learn is utilized to provide students with course materials, online quizzes and discussions. Faculty continue to move towards flipping the classroom – to provide more resources online so students come to class prepared for more active engagement in class.

**Collaborations**
Department faculty are part of the college’s Learning Community Steering Committee. The program offers a learning community with the art department, pairing Art Appreciation with POS-152 Principles of Political Science. Faculty link several assignments relating to revolution and political systems (e.g. illustrate a revolution via the art of its time), helping connect political movements with the artwork associated with them. This relates directly to a divisional priority of helping students make big-idea connections across disciplines.
Professor Newman has been working directly with high school teachers and the Alliance for College Readiness staff to align high school and college expectations and to prepare students for navigating discipline specific pedagogy. He has provided local high school juniors with a taste of college through “The First Lecture.” In Fall 2014, 275 students came to campus and participated in a college lecture on the U.S. President’s power in defense and foreign relations. Students were then given two essay prompts based on the pre-assigned reading and the lecture that are used for a final course assessment. The papers were graded with written comments and returned to each student and their teachers. The feedback provided an “a-ha” moment for students as well as their teachers as they realized the high-level of reasoning expected of first-year college students.

Preparations took months of planning and discussions between teachers at both the secondary and college levels. These meetings helped high school teachers and the college faculty identify disconnects between high school and college-level expectations, shortcomings in student preparation, and to develop strategies to address them. Plans for creating The Second Lecture are pending.

**PLANNED IMPROVEMENTS/GOALS**

**Next Year**
- Along with History, review course outlines for potential updates/revisions to course descriptions and student learning outcomes. This is best done prior to implementing formal course assessment projects.
- Actively involve department faculty in the assessment process; create and implement a course assessment plan
- Continue to work with the Alliance for College Readiness to align expectations.
- Schedule and present an encore “Second Lecture” experience for high school students
- Continue to work with Learning Community Steering Committee
- Explore development of computer virtual meeting ability to promote Oxford-style tutorials
- Initiate development of online POS-150

**Next Five Years**
- Explore expansion of the MIG program.
- Include online sections of courses in the assessment process
• Explore integration of tablet system (Chromebooks) in lessons to model best research practices and facilitate student engagement in active classroom research via access to digitized archives, primary resources, and online videos.

• Continue to support LVPA division strategic priorities:
  a. Explore issues related to student success (e.g. disciplinary literacy, active learning pedagogy)
  b. Help students connect big ideas across disciplines
  c. Foster development of a community of teaching (e.g. peer-to-peer sharing)

**Support Needed to Accomplish Planned Improvements**

Financial requirements are related to the technology purchases being led by the History department. To continue, the department will request travel monies for the Model Illinois Government program. Time is always a concern, and will need to be prioritized to fulfill the desire to create and offer online sections of POS courses. The division continues to provide support and commitment towards faculty development and community sharing.
ACADEMIC DISCIPLINE REVIEW REPORT TEMPLATE

<table>
<thead>
<tr>
<th>College Name:</th>
<th>Elgin Community College</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Number:</td>
<td>District 509</td>
</tr>
</tbody>
</table>

SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC DISCIPLINES REVIEWED IN ACADEMIC YEAR 2015

| Discipline Area | Theater |

PROGRAM IMPROVEMENTS SINCE LAST REVIEW

FY10 Goals for Improvement (from previous Program Review report):

- 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.

- The two year Certificate in Technical Theatre should be approved and available for new enrollments by fall of 2011.

- 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.

- 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. We anticipate that the most critical needs will be addressed in the coming year to ensure that performing arts students are not negatively impacted by these issues.

- 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.
Progress made towards these goals from FY10:

- Course alignment with four year institutions has not taken place at this time. Existing course expansion was essentially completed though there may be a need to prune some courses if they are not needed (e.g. collapse 3 internship courses into 1 course with variable credit).

- General education courses, THE-122 American Drama and THE-124 Intro to Theatre History/Literature, currently require expensive texts, but there are many free online options for providing classic scripts. A pilot section was run with no text required and the course doubled in enrollment, resulting in the recommendation to limit required texts and provide other resources for students.

- In order to create a Technical theatre certificate, courses will need to be incorporated as stackable certificates within an AA. The courses are ready but the certificate needs to be submitted for approval. This process was stalled with the resignation of two key Arts Center staff (technical theatre adjunct faculty).
  - The program would need to induct 10-15 students into the first-year technical theatre courses, which will start them on certificate path while certification is in the approval process.
  - The search process is underway to replace Arts Center technical staff. The skills and credentials of the new hires will be augmented by other technical theatre adjunct faculty (e.g. lighting, set design, costume, construction).

- Evaluation of cost vs. program revenue will be assessed in the Cost section of this report.

- Current scripts have been purchased for a small theatre library allowing students to borrow for scene work. Most of the old VHS stock has been converted to DVD.

- Classroom space continues to be an issue, although Rooms H123, H122 may provide suitable alternatives for Stage Combat and Theatre Dance if general education classes can be relocated away from these large rehearsal labs. Additional rehearsal space in H247 is helpful, but needs constant vigilance to make sure it does not evolve into storage space. This is a good room for student rehearsals. A sign-in process needs to be implemented for students to schedule available time in H245 & H247. Literature and theatre appreciation classes have been and can be moved to H142. More space may become available if the Arts and Technology building is funded and some programs move from the Arts Center to space currently housing the automotive program.

- Lighting fixtures in both theatres have been upgraded and in some cases replaced with more modern technology. The entire dimming system was replaced. A digital sound board has been purchased for the Blizzard (664-seat) theatre. New computers have been added to both theatres’ sound booths, although sound equipment tends to be adapted on an individual show basis. An overhaul of the sound infrastructure is highly recommended.
Dual credit is still an area of opportunity to pursue.

Additional Accomplishments since FY10:
- Developed and offered online sections of THE-100 Theatre Appreciation.
- Reinstituted Performing Arts Club.
- Developed partnerships with the community to maximize educational impact of theatre productions. For instance, worked with the Knesseth Israel to present a memorial on the anniversary of Kristallnacht prior to a student performance of *The Diary of Ann Frank*, providing a deeply evocative experience for students and audience members alike. Produced *Emotional Creature* in collaboration with the Community Crisis Center to support the national movement, Take Back the Night, which raises awareness of sexual violence.

THEATRE DEPARTMENT OUTCOMES / CURRICULA REVIEW

Program-Level Student Learning Outcomes
Theatre is a hands-on, active discipline that by its very nature is driven from a student-centered model. The objectives of the theatre courses include both performance and production expertise as well as literature comprehension and analysis. Courses within the program also satisfy general education degree Fine Arts requirements. To adequately address this diversity, program outcomes are separated into three strands: Performance, Reading/Writing, and General Education.

**Performance**
P1. Develop the fundamental skills of actor preparation including text analysis, imaginative articulation of given circumstances, and psycho/physical pursuit of objectives through class, rehearsal and performance.
P2. Strengthen voice and speech skills including improved resonance, relaxation, pitch, power, pace, vocal health and articulation through class, rehearsal and performance.
P3. Expand movement skills including improved alignment relaxation, strength, and focus as well as specific physical skills such as dance, combat, mime, mask and characterization through class, rehearsal and performance.

**Reading & Writing**
R1. Read, analyze and interpret a variety of primary and secondary texts in dramatic literature, history, theory and criticism with perception and clarity
R2. Develop proficiency in writing about literary analysis and clearly identify thematic, symbolic, stylistic and imagistic elements of dramatic literature.
R3. Develop proficiency in writing about performance analysis and perceptively evaluate voice, movement, and character delineation through the artist’s internal and external representation.
R4. Write clear, cohesive essays, using correct grammar and mechanics, which articulate their critical thinking on both literary and performance elements.

General Education
G1. Improve cultural literacy.
G2. Develop increased awareness of interdisciplinary, collaborative theatre practices.
G3. Develop increased awareness of diversity and self-expression.
G4. Develop increased awareness of the arts in educational, socio-political, and cultural contexts.

It is noted that particularly for the set of General Education program outcomes, these are applicable to most courses within the department, not just those which satisfy general education requirements.

Review of Current Curriculum & Outcomes
The range of theatre classes offered allow students with various interests to explore and discover new opportunities in the Theatre. Skills learned in theatre classes i.e. communication/presentation, organizational, collaborative, and creative problem solving skills are useful in all other academic fields as well as at four-year institutions.

At the current time, there is no sequence of courses and no course-based pre-requisites. The articulated general education courses carry the college’s standard Minimum Competencies in reading and writing. Students wishing to enroll in THE-110 Drama Performance Ensemble I or THE-210 Literature Performance Ensemble must successfully complete an audition. Sequencing issues where skills can build upon each other are present and need to be explored for Acting I & II (THE-132 & THE-136) as well as the technical courses of THE-160 Introduction to Theatre Technology and THE-161 Scenic Design and Technology. Faculty and students alike will benefit from a better understanding of how courses fit together and enhance learning within the discipline.

The program has a new instructional coordinator, who is also the (new) sole full-time faculty member. As time and priorities allow, all course outlines will be reviewed for updates and revisions. For example, there currently are three separate internship courses (THE-231/232/233) and three special topics courses (THE-234/235/236) each with a different credit hour value. For simplicity, each set can be condensed into one course with variable credit.
Alignment to General Education Outcomes
As outlined in the program outcomes above, the Reading/Writing strand develop students’ way of thinking about theatre as an intellectual and academic discipline. These strongly contribute to the college’s general education outcomes of reading, writing and critical thinking. Because of the scope from which material can be drawn, and the strategic priority of the program, the division and the college, most courses can strongly relate to the Diversity and Global Awareness outcome as the arts have a unique capacity to introduce broader points of view.

Articulation Review & Plans
The program intends to review the transferability of its courses. While students with transferring to a public college or university with an associate’s degree can expect to have all courses transfer for general education requirements and junior status, the IAI does not guarantee that all Majors courses will transfer. This is an issue for students transferring into arts conservatory BFA programs which are highly selective and proprietary. Along these lines the program may also investigate a theatre emphasis within the Associates of Fine Arts degree.

Articulation of THE-160 Technical Theatre may be investigated as it falls under the IAI code for Stagecraft.

NEED
Theatre classes at ECC both train and provide students the experience they need to be employable in the Theatre. Classes such as: Acting 1 and 2, Voice and Speech for the Stage, Introduction to Technical Theatre, Theatrical Sound Design, Scenic and Lighting Design, Stage Management and Drama Performance give the students the real world experience and necessary foundation for success in the theatrical world. Beyond basic performance classes, students are given the opportunity to hone special skills such as theatre dance and stage combat that make them more desirable and employable.

In addition to specialized theatre skills, theatre classes also give students a well-rounded liberal arts experience, requiring them to engage their critical thinking both in writing and in discussion, practice their collaborative skills on projects and productions, to creatively problem solve, and to improvise in any situation. They learn communication and presentation skills, organizational skills, and how to see issues from multiple, diverse perspectives.

All of these skills are useful to the student no matter what path they choose to pursue
after leaving ECC. The program has alumni employed in stage-management, technical theatre, acting, and in dance. Many more alumni are successful in professions beyond the theatre in part because of the life skills that a theatre education develops.

**Enrollment**

Overall enrollment has followed the general college pattern of peaking in 2010 and 2011, with a slight decrease since then. The new coordinator and new, collaborative adjunct cohort expect to increase enrollment across the program by bringing new energy and actively recruiting students with strategies such as start-of-term pizza parties, open mic nights, more performance opportunities, etc.

To further analyze enrollment, the department’s courses have been categorized by emphasis: Gen Ed (THE-100); Performance (THE-110/132/134/136/142/144/150/210), Stage Combat (THE-241/242/243/245/247), Technical (THE-160/164/166/168/170), Reading/Writing (advanced courses in the general education category, THE-122/124), Special Topics (THE-234/235/236) and Internship (THE-231/232/233).

The primary general education course (THE-100) and the Performance group are the highest enrolled within the program. Within the performance group, enrollment will fluctuate based on the cast size of the productions chosen. This can be stabilized by offsetting smaller cast shows with large ones each year. Within this group are acting courses which have experienced transitional issues affecting enrollment. THE-134 Improvisation for Theatre and THE-132 Acting I are the category’s highest enrolled courses. They serve as introductions to the program and are likely seen as the most accessible and enjoyable. Several popular adjuncts left the college to pursue full-time opportunities and the long-standing full-time faculty retired at the end of FY14. With renewed enthusiasm and consistency, it is anticipated that these courses will rebound in 2015.
Enrollment in the technical courses is expected to grow as the faculty work to renew interest in a technical theatre program by developing a certificate. Enrollment in the Special Topics group is primarily driven by THE 234 Ballet Folklorico. This course is offered with a not-for-profit community partner, the Ballet Folklorico Huehuecoytl and also enrolls students under the age of 16 in non-credit sections; total annual Ballet Folklorico enrollment in credit and non-credit sections hovers around 145 seats each year. Departmental records show that its non-credit enrollment has grown from 129 seats in 2008 to 171 seats in 2014. The program will be investigating the shifts in enrollment reported through the credit course.

**THE Program Enrollments (Seats) by Topic, FY10 - FY14**

![Graph showing enrollments by topic for FY10 to FY14](image)

**COST EFFECTIVENESS**

Beyond the production expenses, most of the costs associated with this program are related to faculty salaries and benefits. The classroom-based courses have their own department budget for contractual services to purchase show tickets for students in Theatre Appreciation, adjudication fees for stage combat certification exams, and for supplies. Fees for these courses appear to be fairly balanced. Generated funds are sufficient to cover the supply and contractual services costs. Course fees generate $23.70 per credit hour and the contractual services and supplies combined cost $22.70 per credit hour.

In 2009, budget lines were separated for theatrical production to better understand and control the costs and associated revenue (ticket sales) related to theatre productions. While it is critical for theatre students to have performance opportunities, considerable resources are required to support them.

To encourage prudent use of space and staff resources, the theatre production budget
includes a rental line. Expenses associated with the productions (e.g. construction, lights, costumes, use of ECC theatres, ECC labor) are charged against this account. Most of these costs are billed by the college to the program. The production team must consider this budget when planning. Not all colleges do this kind of internal billing making their costs not appear as high. Nonetheless, the practice encourages good stewardship of finite resources and will be continued.

If approved, some large expenses may come in the form of an expanded production/performance schedule, updates to the costume and scenic shops, fees for memberships in theatre organizations, upgrades to the Drama/Dance studio, and high school workshops. Hopefully, revenue will continue to grow as the productions succeed and bring in more patrons. Notably, the first production directed by the new faculty/coordinator did very well at the box office, perhaps attributable in part to her efforts to develop relationships within the community.

While it is uncertain when funding will be available to support programmatic upgrades and expansion, the college has submitted a Resource Allocation Management Plan (RAMP) to the State of Illinois for an Arts and Technology building, and has reserved the funds required to support this project. It would provide a new building for the automotive program and the expansion and retooling of arts technology programs including photography (ART), videography (CDN) and music production (MUS), as well as provide backfill space for other arts programs. The expansion would utilize 11,445 square feet of the first floor of Building G and a modest addition totaling 5,885 square feet in size would be constructed adjacent to the south end of the current Building H. Primary academic spaces in the Arts Technology Building would include but are not limited to:

- Photography: digital laboratory, darkroom, process room, finishing room, printing room.
- Shared spaces: lighting studio, production technology labs, rehearsal space, arts/technology gallery, student equipment check-out.
- Media (video) production: soundstage lab, Foley sound effects lab.
- Music technology: studio, mixing room, recording studio, duplication services.
- Scene-shop expansion.
- Faculty and adjunct faculty offices.

(Source: Resource Allocation and Management Plan Arts and Technology Executive Summary, June 2013)

**QUALITY**

**Student Success and Retention Rates**
Success and retention rates overall for the program exceed the 2014 averages for the college of 69% and 86%, respectively. However, the program’s success rate dropped in 2014 after a slight upward trend.

As shown below, this can be explained by drops in 2014 for the stage combat courses and the theatre appreciation course. While the face-to-face modality has also been on a decline, an online section of THE-100 was offered for the first time in 2014 and achieved a very low success rate. This course will continue to be monitored and adjusted for improvements.

The pattern may also be contributable to a rigid course assignment which required attending a performance in Chicago which has been relaxed to include local shows. Early analysis of 2015 data show that face-to-face success in the course has increased to approximately 79% success and the online section from spring 2015 increased to 67% success, both slightly exceeding the college averages.
Success and retention rates for the other categories of note, Performance and Technical, are displayed below. Courses in the Performance category have shown steady increases for both of these quality indicators. The Technical category has experienced a dip to match the reduction in enrollment mentioned earlier. With new faculty and a commitment to consistency moving forward, it is expected these rates will rebound.

![Performance and Technical Success / Retention Rates, FY10 - FY14](image)

**Course Assessment**
Formal course assessment has not been consistent within the program over the past five years. With a new full-time faculty/coordinator and three new adjuncts, the group is committed to making review of learning outcomes and course assessment a priority, likely beginning with THE-100 Theatre Appreciation.

**Departmental Student Success Efforts and Improvements**
As mentioned, a newly hired full-time faculty is on board, replacing a long-standing faculty who retired in 2014. The department plans for regular meetings with adjuncts, as their input is highly desired. The division’s dean has a background and broad theatrical experience which will add invaluably to the discussion regarding means to encourage growth of the program.

Curriculum review and course assessment processes will be leveraged for new ideas, as well as input from students. The faculty desire to ensure the program is focused on student-centered learning and that students are actively involved and motivated in all classes. The coursework needs to be rigorous, but the program needs to provide support so students can be successful. All syllabi include relevant student support resources such as The Write
Place, Veterans assistance, disability services, counseling and academic advising.

A strength of a small program is that it can be personal. Students and faculty can get to know each other inside and outside of class and productions. A new process will be consistently implemented whereby each instructor will meet face-to-face outside of class with each of his/her students at least once during the semester.

Starting this spring term of 2016 more scheduling options (e.g. late start, online) are being added to the schedule for students who need flexibility. It is a challenge to find the right balance of class scheduling for time of day and modality. Attention must also be paid to coordinate scheduling within the program. It should be easier for students to take as many theatre classes as they would like in a given semester. For example, students tend to co-enroll in Theatre Appreciation and Theatre Dance – these should not be offered at conflicting times. Also aligned with priorities for the division, the program will investigate the cost of text books to find the most economical options for students.

The greatest need for the program is growth. This will be achieved by actively recruiting students, spreading the word through dynamic classes and professional quality productions, and through enthusiasm and passion for the importance of what the theatre department can accomplish.

Innovations

Students within the theatre program must acquire skills that make them employable. In addition to learning within the classroom, the program hopes to further leverage visits from guest professionals so students can learn tips and facts about the real world of professional theatre and the various types of employment that can result from a theatre degree, particularly in those beyond acting.

The college recognizes and supports theatre as a tool for social justice and change. Productions are a way to begin a dialogue on difficult topics such as race and gender conflict, war, and poverty. Theatre provides an important opportunity to improve understanding among diverse groups within the district community.

Many ideas are on the table to provide additional innovations for students and the district. Within the program there are opportunities to allow more student produced work. They can join organizations such as American College Theatre Festival (ACTF), attend regional and national conferences, and compete in acting, design and playwriting competitions. Across the curriculum, further connections can be made to broaden the scope of impact, such as working with the English/Literature department to create a playwriting/acting collaboration. Bringing professionals to campus, and taking students to professional
theatre shows keep the focus of the curriculum current, and provide professional development for faculty and staff.

**Alternative Modalities**  
An online section of THE-100 Theatre Appreciation was first offered in 2014. The program would like to offer it each term to provide student options, in addition to the three sections of face-to-face standardly offered each semester. Desire2Learn is also utilized for classroom instruction.

Over the next five years, the program plans to increase online sections, particularly in the general education course, THE-100 Theatre Appreciation. Based on enrollment in the first online section, it appears that 50% of the students are not from the area, possibly former district residents who are away at a four-year school and want to transfer the credits. The program supposes that additional online courses would not reduce enrollment in sections, but rather add to the overall numbers in the program. The hybrid modality may also be explored.

**Collaborations**  
Collaboration is a primary skill of the theatre. Students are taught this important life-skill by modelling and inclusion. Through the theatrical process, designers and staff from various disciplines collaborate and expose the students to aspects of professional work outside of the classroom. A renewed effort is underway to include more community involvement in the theatre program, such as with the Community Crisis Center, the Literacy Connection and ECC’s Black Student Union.

Developed faculty relationship with the Music Production Department in that a music faculty member is teaching Theatrical Sound Design THE-166. Ongoing partnership with the Elgin Leadership Academy and MAGIC (multicultural and global initiatives committee) to develop and produce a performance about an ethical dilemma each year; this performance is usually related to social justice and race.

In collaboration with the Arts Center, residencies have been offered with the American Place Theatre, and with Kevin Reese on the Calder project. The production team of *All My Sons* collaborated with 1) the Veterans of Foreign Wars on a dinner/show package, and on training cast members to ensure military references and practices were accurately portrayed, and 2) the American Friends Service Committee to display the *Eyes Wide Open* boot exhibit in the lobby during the show’s run.

Recently a partnership has been established with the Congregation Kneseth Israel Synagogue here in Elgin. They assisted with research on The Diary of Anne Frank and planned and participated in a Community Presentation on the Holocaust before a matinee
performance.

The program continues to draw Hispanic community members to the college through the in-residence ensemble, Ballet Folklorico Huehuecoytl, which offers instruction in traditional Mexican dance.

Theatre program performances, classes and invited guest artist events are always open to other academic departments and staff within the college, and all are encouraged to be involved for learning across the curriculum. English, Music and other Humanities departments have been involved in the past.

At the present time the Theatre Department does not have formal partnerships with area high schools. However, faculty are very interested in developing them and developing an articulated credit agreement for THE-160: Introduction to Theatre Technology. Another idea in the planning stage is to institute a visiting workshop for area high schools to promote the department and develop HS partnerships and student interest.

Overall, the new faculty coordinator and three adjuncts are excited to begin establishing new and strong relationships both inside the college and within the district. As they get to know the community, the student body and actively recruit, enrollment figures are expected to increase. With time, the program will gain traction and momentum as the quality of work and excitement are spread through personal interaction and word-of-mouth about his very collaborative program.

**PLANNED IMPROVEMENTS/GOALS**

**Next Year**

- Improve scheduling mix to include additional online and evening sections
- Investigate and implement strategies to improve retention/success rates in the online section of THE-100 Theatre Appreciation
- Explore development of a hybrid section of THE-100
- Create community of practice by engaging program adjuncts in planning discussions and activities
- Cultivate a sense of community among students and faculty by recruiting and promoting the program with events and opportunities such as pizza parties and the Performing Arts Club
- Invite more professional guest artists to campus for workshops and lectures; coordinate cross-curricular involvement
• Join and participate in professional and student organizations such as Association for Theatre in Higher Education (ATE) and American College Theatre Festival (ACTF)
• Revive H245 as a space for teaching/learning and performances
• Develop plan/schedule for curriculum review and course assessment; begin implementation

Next Five Years
• Investigate/implement high school partnership options, such as dual and/or articulated credit
• Explore the development of high school workshop events for education and recruiting
• Continue and expand collaborations with other college departments, community organizations, professional theatres and area high schools to provide opportunities for student learning
• Explore feasibility of touring instructional theatrical productions out into the community
• Consider investigating additional opportunities for professional evaluation, possibly from the American College Theatre Festival
• Collaborate with Arts Center staff to assess and mitigate storage/equipment issues that may impede program growth (e.g. lack of costume shop/storage; insufficient scene shop space, etc.)
• Research need and initiate creation of a Technical Theatre certificate if warranted
• Explore the creation of AAS degrees in Performance and Technical Theatre
• Consider topics for new course development, such as Costume, History of Music Theatre
• Investigate course articulations and development of a theatre emphasis within the AFA degree

Support Needed to Accomplish Planned Improvements
• Some of the activities targeted for the next year have already been initiated. Time is the most valuable and scarce resource needed for many but not all of these goals. Some may require additional equipment or funds, but further study is needed to accurately estimate needed resources.
• To support more performances, recruiting events, classroom/performance space improvements, and additions to our scenic and costume areas, we would need to find space, money for renovations and possibly additional staff positions.
While it is uncertain when funding will be available to support programmatic upgrades and expansion, the college has submitted a Resource Allocation Management Plan (RAMP) to the State of Illinois for an Arts and Technology building, and has reserved the funds required to support this project. It would provide a new building for the automotive program and the expansion and retooling of arts technology programs including photography (ART), videography (CDN) and music production (MUS), as well as provide backfill space for other arts programs. The expansion would utilize 11,445 square feet of the first floor of Building G and a modest addition totaling 5,885 square feet in size would be constructed adjacent to the south end of the current Building H. Primary academic spaces in the Arts Technology Building would include but are not limited to:

- Photography: digital laboratory, darkroom, process room, finishing room, printing room.
- Shared spaces: lighting studio, production technology labs, rehearsal space, arts/technology gallery, student equipment check-out.
- Media (video) production: soundstage lab, Foley sound effects lab.
- Music technology: studio, mixing room, recording studio, duplication services.
- Scene-shop expansion.
- Faculty and adjunct faculty offices.

(Source: Resource Allocation and Management Plan Arts and Technology Executive Summary, June 2013)

Estimated costs for initial improvements

- Light board for drama dance studio $6,000
- Collaborate with IT department to add more lighting instruments to Spartan Auditorium (to support more student performances) $10,000
- Amps and microphone system for H24S $5,000
- Rehearsal furniture, materials and support staff labor $1,500
- Fixed dance bars $4,000
STUDENT & ACADEMIC SUPPORT SERVICES REPORT TEMPLATE

<table>
<thead>
<tr>
<th>College Name:</th>
<th>Elgin Community College</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Number:</td>
<td>District 509</td>
</tr>
</tbody>
</table>

SUMMARY REPORT OF REVIEW RESULTS- STUDENT & ACADEMIC SUPPORT SERVICES REVIEWED IN ACADEMIC YEAR 2015

<table>
<thead>
<tr>
<th>Student &amp; Academic Support Services Area</th>
<th>Financial Aid</th>
</tr>
</thead>
</table>

PROGRAM IMPROVEMENTS SINCE LAST REVIEW

FY10 Goals for Improvement (from previous Program Review report):
- Continue to make appropriate changes with staff positions as needs from the students change
- 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.
- Hire an additional Advisor position, increase training efforts with the front desk staff, and hire student workers to do more back office functions.
- Hire qualified and customer service orientated staff
- Provide further customer service training
- Tighten up the efficiency plan in Financial Aid
- Edit and improve upon the Policies & Procedures Manual

Progress made towards these goals from FY10:
Staff positions have been changed to meet the needs of students by hiring two part-time Financial Aid Receptionists positions as well as one full-time. Since the entire process flow of the office centers around the reception area, it was extremely important that we were fully staffed with quality individuals. Internal customer service training has been attended by each member of the staff in the Financial Aid office.

The efficiency of the Financial Aid office has increased significantly by using process mapping to ensure all practices are as efficient and effective as possible. The turn-around time for financial aid files in our busiest season (July-August) ranges from three days-three weeks which is outstanding.

The Policies & Procedures Manual is updated on an annual basis as internal and external
changes affect the office.

Qualified staff have been hired and trained. All staff are focused on the best interest of students while following all rules and regulations set forth by the U.S. Department of Education, The State of Illinois, and the College.

Additional Accomplishments

Fiscal Year 2013

Increased financial literacy efforts to our students and the community [Strategic Goal – Creating and offering programs and services that meet the emerging needs of our students]
- Collaborated with existing initiatives (i.e. College Readiness) to further efforts to our area high schools through a new program called a Parent Summit.
- Collaborated with existing academic learning communities to possibly infuse financial literacy education into that program.
- Administered a focus group of students to provide feedback on student’s needs.

Increased efficiency within the student financial service office’s practices [Strategic Goal – Creating and offering programs and services that meet the emerging needs of our students]
- Implemented a financial aid and bookstore electronic link to prevent students from overspending.
- Further implementation of the ImageNow system within the Financial Aid office.
- Implemented paperless communication options to our students.

Fiscal Year 2014

Improved consistency of information department wide [Goal 4: Promote Greater Transparency, Efficiency, and Accountability in College Processes and Systems – Objective 3]
- Provided training sessions for those filling in at the receptionist desk
- Conducted weekly meeting with advisors to ensure consistency of information to students, awarding, etc
- Performed cross training opportunities within the department to ensure coverage

Gathered data from students via survey, analyze, and implement ideas presented [Goal 4: Promote Greater Transparency, Efficiency, and Accountability in College Processes and Systems – Objective 1]
- Conducted student survey
- Analyzed data
- Implemented select ideas given on survey

Provided financial aid and financial literacy events that are interactive and consumer-friendly [Goal 1; Objective 2 and Objective 3]
- Presented a “Money Smart Week’ activity that will incorporate an interactive, real life situational game for students to learn about creating a budget.
Conducted several hands on FAFSA Completion workshops
Presented at off-campus events such as high school FAFSA Completion events
Collaborated with the Student Accounts office in financial literacy efforts
Present at existing on campus events (i.e. College Night, College and Career 101 for Parents)

Broadened communication efforts [Goal 1; Objective 2 and Objective 5]
- Provided courtesy calls to students that may be unaware of policies and deadlines
- Submitted a financial early alert system to the Retention Committee of Achieving the Dream for their consideration
- Displayed critical financial aid information on flat screens in the office lobby.

Improved the method in which important changes to regulations are monitored and communicated within the office and to students [Goal 1; Objective 5]
- Attended FSA Conference and workshops held by the Department of Education
- Updated staff in weekly meetings regarding new regulations
- Displayed new information for students

Fiscal Year 2015
- Conducted a student survey highlighting customer service satisfaction and financial literacy needs. [Goal 4: Promote Greater Transparency, Efficiency, and Accountability in College Processes and Systems – Objective 4.1 “Proactively solicit feedback from students, employees, and communities in evaluation and improvement of processes”]
- Provided educational opportunities to faculty regarding financial aid basics. [Goal 6: Enhance Elgin Community College as an Employer of Choice – Objective 6.4 “Implement professional development opportunities for all faculty, staff, and administrators based on industry best practices”]

The improved service efforts detailed above resulted in more students applying and receiving financial aid since the last program review as indicated by the number of PELL grant recipients during the same time period.
Awards, Recognition, and Accreditations

- NACUBO (National Association of College and University Business Officers) Innovation Award Winner – Financial Literacy
- 2014 Future’s Assembly Bellwether Award Finalist
- Recognition of outstanding programming by Senator Dick Durbin and Congresswoman Tammy Duckworth
- Acknowledgment within President Obama’s Advisory Council on Financial Capability for Young Americans as a resource within higher education

PROGRAM OBJECTIVES

The purpose of the Financial Aid and Scholarship office is to provide a comprehensive range of services that help bridge the gap between financial resources of students and their families and the cost of education at Elgin Community College (ECC).

The primary functions of this program link primarily to three of the college’s strategic goals:

- Goal 1: Foster a Learning-Centered Environment
- Goal 4: Promote Greater Transparency, Efficiency and Accountability in College Processes and Systems
- Goal 5: Strengthen Educational and Workforce Partnerships to Create a More Responsive and Sustainable Community

ECC has an obligation to assist in realizing the national goal of equality of educational opportunity. The College, therefore, works with schools, community groups, and other educational institutions in support of this goal. As such, the Financial Aid and Scholarship Office has developed a nationally recognized, holistic, year-round literacy program to communicate and educate ECC students and community members with important financial wellness and financial aid basics. As detailed the graphic below, this multi-faced program consists of financial aid loan advising, ‘How to Pay for College Events’, monthly financial literacy topics, personalized loan repayment and career services.
All of the above are implemented in alignment with General Education Outcomes of critical thinking.

**NEED**
The demand for financial aid seems to follow enrollment trends; when enrollment increases so does demand for financial aid assistance. Approximately 60% of ECC students receive some type of financial aid. The financial aid office sees approximately 20,000 students each year. These visits range in purpose from answering basic financial aid questions to one-one-one meetings with advisors to discuss loan advising and award processing. The typical turn-around time for financial aid files during the busiest time of the year (July – August) ranges from 3 days to 3 weeks; which is outstanding compared to industry standards.

Additionally, ECC’s nationally recognized financial literacy program, launched in 2009, has provided thousands of students and community members with important financial wellness and financial aid basics.
As federal and state laws regarding financial aid increase in complexity, the department has noticed that our students and community members need more information about financial education. The recession of the late 2000’s and early 2010’s had significant impact on our community. Student loans became an outlet for financial recovery; unfortunately however, with the risk of over-borrowing. Beginning in Spring 2011, the college responded to the overwhelming increases in student borrowing (42% increase in the amount borrowed from 2008 to 2010) and steady increases in the cohort default rate (10.4% in 2008 to 12.7% in 2010) by changing its student load education methods. Students requesting to borrow federal student loans must complete a budget and meet one-on-one with a financial aid advisor before any funds are awarded. As a result of this innovative process change, the draft cohort default rate released in 2015 has decreased to 14.6% (draft rate) for FY2012.

The needs of special populations are met in various ways in the Financial Aid Office. The office works closely with students in the Accelerated Opportunities program providing specific FAFSA completion workshops for these at risk adults. Students who are receiving AARP (over 50 years old) educational benefits are utilizing our online financial literacy tools [www.elgin.edu/financialliteracy](http://www.elgin.edu/financialliteracy). TRIO students who are first-generation college-bound, low income, or disabled receive grant funds to assist with their educational expenses. An advisor focusing specifically on Veteran benefits is on staff. And, as a Hispanic serving institution, the financial aid office staff includes Spanish-speaking advisors. Lastly, the department is equipped to assist students with any ADA needs.
COST EFFECTIVENESS

The Financial Aid Office has maintained a steady budget over the last five years. There have not been any large one-time purchases; and the customer service changes begun in 2010 did not require any additional staff. The front desk staff have now been trained and repositioned to become well educated in financial aid so that students do not have to see an advisor for all questions. Therefore, the advisors can focus on loan advising and award processing. The biggest challenge in managing the department’s budget is in predicting printing costs. The department supports a robust communication campaign that relies heavily on printed materials (i.e. flyers, postcards, etc) which fluctuate in cost from year to year.

The Financial Aid office is fortunate to benefit from the tireless dedication of its staff. The department is led by the Director and Assistant Director, both of which have Master’s degrees and are full-time positions. The Director has 16 years of financial aid experience and the Assistant Director has 6 years of experience. There are also three full-time Financial Aid advisors, all with Master’s degrees, with an average number of 8 years of financial aid experience between them. Additionally, there are full time positions as a Technical Specialist, Scholarship & Work Study Specialist and Financial Aid Assistant. The team also includes one full-time and two part time Financial Aid Receptionist positions. The Financial Aid Office staff is represented by White, Hispanic, and Black staff members.

There are no anticipated large expenses in the next five years; and there are not additional funding needs at this time. However, if deemed necessary, the Financial Aid Office may need to invest in more scanners for document imaging in the future.

QUALITY

By all accounts, Elgin Community College’s financial aid program is strong and effective. The department is very mindful of their part in the student’s access to education. If a student is not awarded in a timely manner, the student cannot stay registered for a course. Through the creation of the Financial Literacy Program, the department has put in place policies and procedures to ensure timely and responsible financial aid processing and communicates these policies and procedures to students in new student orientation, within the college catalog and on the website. The Financial Aid Office have set goals to award files within 3 weeks of receipt of complete information from the student, return all phone calls within 48 hours, and schedule loan entrance meetings within one week of request. With the capable and quality staff in place within the office, these goals are routinely met.

The Financial Aid Office is involved with many conversations across campus to improve
student retention and success. The Director of Financial Aid was a member of the Achieving the Dream taskforces from 2010-2014 and the Managing Director of Student Financial Services is currently a member of the Achieving the Dream’s Equity Coordinating Council. Participation in this college-wide initiative provides a front row seat to new ideas in student retention and success. Additionally, in the last year, an academic advising model has been adopted in our student services area. The Financial Aid Office has been able to have multiple conversations with the new academic advisors in their staff meetings about financial aid basics and ways to provide efficient student interventions.

Additionally, the college shares its best practices at national, state and local conferences (ACCT, NACUBO ILASFAA, ICCCA) as well as through local and national publications such as the Chicago Tribune and USA Today, taking ECC’s program to a new level.

Student satisfaction is a key measure in evaluating the effectiveness of the Financial Aid office. To this end, two instruments are used to monitor student satisfaction: the Noel-Levitz Student Satisfaction Inventory; and an internal Fall Student Survey administered by the Internal Research Department.

The Noel-Levitz Student Satisfaction Inventory is administered every 2 to 3 years, most recently in 2013, 2010, and 2008. The Financial Aid office contributes to many of the scales measured, in addition to the Admissions/Financial Aid scale. Every scale score improved between 2010 and 2013; with the Admissions/Financial Aid scale increasing from 5.24 in 2008 to 5.44 in 2013.
In the Fall of 2014, the department of Institutional Research conducted a current student survey. One question, in particular, measured the satisfaction from our current students with regard to the Financial Aid department. The results were positive, with 67% of the students surveyed indicating they were ‘very satisfied’ or ‘satisfied’ with the service received from the Financial Aid Office.

The FY2012 (released in 2015) draft cohort default rate decreased to 14.6%. The national average was 13.7% in FY2011 and 20.6% for all public 2-3 year colleges and universities.

**Collaborations**
The effectiveness of the Financial Aid Department is due in no small part to its relationships with programs outside the department. Listed below are some of the
collaborative efforts made in the past 5 years.

**At ECC**

- **Alliance for College Readiness** – College and Career 101 for Parents Event; How to Win at Life Game provided while high school students wait to take their math placement testing
- **Student Success Center** – An advisor is present at the How to Win at Life Game to begin the game at the Career Table.
- **TRIO** – provide financial literacy events for the program (required grant requirement to offer these events to TRIO students) – Budget Workshops and online module
- **Workforce Transitions** – provide online module for AARP grant participants
- **Admissions and Student Life** – present financial aid information to students and parents in new student orientations, College Night, and ECC Experience

**Community**

- Financial Aid presentations to multiple high schools within the district
- College Goal Sunday (FAFSA workshop) – developed by the Illinois Student Assistance Commission
- Kane County Teacher’s Credit Union – grant funding in 2010 and future collaboration in outreach events with students

**Innovation**

Innovation within the Financial Aid Office is usually a response to a challenge or problem that exists for our students. The Offices weekly staff meetings provide an outlet to voice innovative ways to solve issues. Additionally, the staff’s attendance at regional financial aid meetings provide a venue to share ideas. The establishment of the Financial Aid Office’s one-on-one loan advising model is an example of the department’s innovative approach to solving the problem of increasing loan amounts and default rates. This policy is part of the Financial Literacy Program pioneered by the department.

The Financial Aid office continues to look for new ways to educate students on financial awareness and financial aid basics in the next five years. In FY2016, the Financial Aid Office along with the Student Accounts Office will pilot a MOOC (massive open online course) on “How to Pay for College”, “Financial Aid Basics”, and “Scholarship” for anyone who needs assistance navigating the process to afford college. The goal of this innovative project is to reach as many people around the world in an accessible, free, format, who want to learn more the financial aid process.
PLANNED IMPROVEMENTS/GOALS

Next Year

• Provide education to faculty on financial aid policies and procedures that impact student’s ability to pursue their education. We intend to reach faculty in meeting style venues, within newsletters, and one-on-one conversations.

• The Financial Aid Office as well as the Student Accounts office will partner in FY2016 to offer a Massive Open Online Course highlighting general how to pay for college knowledge. This course will be marketed to all parents and students in the District 509 area as a resource especially if they are unable to attend any of our Fall 2015 informational events or would like to experience a more personal training on how to pay for college.

Next Five Years

• Continue to provide education to faculty on financial aid policies and procedures that impact student’s ability to pursue their education.

• Identify opportunities and methods to provide new faculty with information on financial aid policies and procedures.

• Continue efforts to ‘go green’ and look at new paperless initiatives within the financial aid process.
CROSS-DISCIPLINARY REPORT TEMPLATE

<table>
<thead>
<tr>
<th>College Name:</th>
<th>Elgin Community College</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Number:</td>
<td>District 509</td>
</tr>
</tbody>
</table>

SUMMARY REPORT OF REVIEW RESULTS- CROSS DISCIPLINARY PROGRAMS REVIEWED IN ACADEMIC YEAR 2015

<table>
<thead>
<tr>
<th>Cross-Disciplinary Program</th>
<th>Vocational Skills</th>
</tr>
</thead>
</table>

PROGRAM IMPROVEMENTS SINCE LAST REVIEW

FY10 Goals for Improvement (from previous Program Review report):

- Determine which new vocational courses and/or programs to pursue.
- Based on divisional review, the following courses are recommended for withdrawal:
  - FIT 100: Fitness Instructor Fundamentals I
  - FIT 200: Fitness Instructor Fundamentals II
  - MMB 170: Principles of Bank Operations
  - CIS 098: Computer Fundamentals
  - RTP 170: Radio Techniques

Progress made towards these goals from FY10:

As recommended, the FIT courses were formally withdrawn in spring 2012 as a new credit certificate in Health and Wellness was being launched to better serve the current need.

The other listed courses remain on the Curriculum Master File as active.

PROGRAM OBJECTIVES

Vocational Skills courses are those designated with PCS code 1.6. They are non-credit bearing courses owned by various divisions within the college and are developed to target a specific training need in the community. The college currently has some active courses on file with enrollment within the last five years:

- CVS 900: Techniques for Managing the Web Enhanced Classroom
- CVS 901: Online Instruction and Assessment Practices
- CVS 902: Combining Onsite with Online
- CVS 903: Instructional Strategies for Adjuncts
This cluster of courses is owned and maintained by the Learning Resources and International Education (LRIE) division within Teaching, Learning and Student Development. They serve to provide professional development training to ECC faculty. Offerings have been based on demand. Note, CVS-103 was developed in spring 2012.

Aside from the specific course recommendations made in the last review report, other 1.6 courses were withdrawn during the last five years for lack of demand. Courses for pilots (AVN-101, AVN-111, AVN-121, CVS-602 and CVS-603) were designed to fill a need for proficiency credit for students with a private pilot license and were withdrawn along with related ATP courses (with PCS 1.2) in fall 2014. The college no longer has anyone qualified to grant proficiency credit towards these courses, nor has there been a demand. Two additional related aviation courses (CVS 602: Commercial Pilot and CVS 603: Instrument Rating Ground School) were withdrawn by the non-credit division in fall 2011.

Three other 1.6 courses were withdrawn as part of curriculum clean-up being undertaken by their parent program. ACC 102: Financial Accounting Review was withdrawn for lack of relevancy in 2011. NUR 290: Special Topics in Nursing was withdrawn in fall 2009 as the department was revamping curriculum for their National League of Nursing accreditation recommendations. In spring 2014, NUR 150: Nursing Transition was withdrawn along with the BVS certificate in NCLEX Remediation for lack of need. Lastly, in fall 2011 the non-credit division did a clean-up of old courses no longer offered or needed in the areas of interior decorating, bartending, home inspection, medical billing, and pharmacy and EKG technicians (CVS 406, CVS 408, CVS 410, CVS 411, CVS 413, CVS 414, CVS 430, CVS 413).

In 2011, the Dean of Continuing Education retired. At that time, oversight of the vocational skills courses was distributed among the instructional divisions and the revised department of Continuing Education. In the subsequent years, the college did not prioritize program development in this area. However, as part of ECC’s participation in Achieving the Dream
which began in 2009), a specific task force has been in place within the Student Success Infrastructure. Investigation and improvement strategy activities have been organized under the umbrella of the Strengthening Educational and Workforce Partnerships team. This group will be responsible for leading the development of plans to specifically address workforce needs within District 509. The college is in the midst of key planning touchpoints with the ten-year NCA accreditation visit scheduled in October 2015 and the beginning work to develop the next Strategic Plan.

Cost is currently not an issue within the Vocational Skills area. Apportionment is received for enrollments in the faculty development courses mentioned above.

**PLANNED IMPROVEMENTS/GOALS**

**Next Year**
- Withdraw remaining unnecessary courses: MMB 170, RTP 101
- Determine need for CIS 098 with the Computer and Information Sciences department

**Next Five Years**
- Leverage the Strengthening Educational and Workforce Partnerships team within the Student Success Infrastructure to research need and develop strategy to connect college resources with community needs.
RESULTS FROM PRIOR PROGRAM REVIEWS REPORT

Programs Created

<table>
<thead>
<tr>
<th>Community College Program Title</th>
<th>Program/Department</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Programs Eliminated

<table>
<thead>
<tr>
<th>Community College Program Title</th>
<th>Program/Department</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Web Technician, BVS</td>
<td>Computer and Information Sciences</td>
<td>Summer 2015</td>
</tr>
</tbody>
</table>
# ARTICULATION SUMMARIES, FY15 PROGRAM REVIEW

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>PCS</th>
<th>CIP</th>
<th>IAI GenEd</th>
<th>IAI Major</th>
<th>Articulation Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART</td>
<td>ART 101 DRAWING I</td>
<td>11</td>
<td>500705</td>
<td></td>
<td></td>
<td>Current - Refer to U.Select Documentation</td>
</tr>
<tr>
<td>ART</td>
<td>ART 102 DRAWING II</td>
<td>11</td>
<td>500705</td>
<td></td>
<td></td>
<td>Current - Refer to U.Select Documentation</td>
</tr>
<tr>
<td>ART</td>
<td>ART 103 SCULPTURE I</td>
<td>11</td>
<td>500709</td>
<td></td>
<td></td>
<td>Current - Refer to U.Select Documentation</td>
</tr>
<tr>
<td>ART</td>
<td>ART 104 SCULPTURE II</td>
<td>11</td>
<td>500709</td>
<td></td>
<td></td>
<td>Current - Refer to U.Select Documentation</td>
</tr>
<tr>
<td>ART</td>
<td>ART 105 CERAMICS I</td>
<td>11</td>
<td>500711</td>
<td></td>
<td></td>
<td>Current - Refer to U.Select Documentation</td>
</tr>
<tr>
<td>ART</td>
<td>ART 106 CERAMICS II</td>
<td>11</td>
<td>500711</td>
<td></td>
<td></td>
<td>Current - Refer to U.Select Documentation</td>
</tr>
<tr>
<td>ART</td>
<td>ART 107 PAINTING I</td>
<td>11</td>
<td>500708</td>
<td></td>
<td></td>
<td>Current - Refer to U.Select Documentation</td>
</tr>
<tr>
<td>ART</td>
<td>ART 108 PAINTING II</td>
<td>11</td>
<td>500708</td>
<td></td>
<td></td>
<td>Current - Refer to U.Select Documentation</td>
</tr>
<tr>
<td>ART</td>
<td>ART 109 DESIGN I</td>
<td>11</td>
<td>500401</td>
<td></td>
<td></td>
<td>Current - Refer to U.Select Documentation</td>
</tr>
<tr>
<td>ART</td>
<td>ART 110 DESIGN II</td>
<td>11</td>
<td>500401</td>
<td></td>
<td></td>
<td>Current - Refer to U.Select Documentation</td>
</tr>
<tr>
<td>ART</td>
<td>ART 111 JEWELRY I</td>
<td>11</td>
<td>500713</td>
<td></td>
<td></td>
<td>Current - Refer to U.Select Documentation</td>
</tr>
<tr>
<td>ART</td>
<td>ART 112 JEWELRY II</td>
<td>11</td>
<td>500713</td>
<td></td>
<td></td>
<td>Current - Refer to U.Select Documentation</td>
</tr>
<tr>
<td>ART</td>
<td>ART 113 PRINTMAKING I</td>
<td>11</td>
<td>500710</td>
<td></td>
<td></td>
<td>Current - Refer to U.Select Documentation</td>
</tr>
<tr>
<td>ART</td>
<td>ART 114 PRINTMAKING II</td>
<td>11</td>
<td>500710</td>
<td></td>
<td></td>
<td>Current - Refer to U.Select Documentation</td>
</tr>
<tr>
<td>ART</td>
<td>ART 115 ART APPRECIATION</td>
<td>11</td>
<td>500701</td>
<td>F2</td>
<td>900</td>
<td>Current - Refer to U.Select Documentation</td>
</tr>
<tr>
<td>COURSE</td>
<td>TITLE</td>
<td>PCS</td>
<td>CIP</td>
<td>IAI GenEd</td>
<td>IAI Major</td>
<td>Articulation Status</td>
</tr>
<tr>
<td>--------</td>
<td>----------------------------------</td>
<td>-----</td>
<td>-------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>ART 116</td>
<td>COLOR THEORY DESIGN</td>
<td>11</td>
<td>500401</td>
<td></td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>ART 120</td>
<td>INTRODUCTION TO B &amp; W PHOTOGRAPHY</td>
<td>11</td>
<td>500605</td>
<td></td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>ART 121</td>
<td>COLOR PHOTOGRAPHY</td>
<td>11</td>
<td>500605</td>
<td></td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>ART 122</td>
<td>DIGITAL PHOTOGRAPHY</td>
<td>11</td>
<td>500605</td>
<td></td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>ART 151</td>
<td>HISTORY OF ART I</td>
<td>11</td>
<td>500703</td>
<td>F2 901</td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>ART 152</td>
<td>HISTORY OF ART II</td>
<td>11</td>
<td>500703</td>
<td>F2 902</td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>ART 153</td>
<td>HISTORY OF ART III</td>
<td>11</td>
<td>500703</td>
<td>F2 902</td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>ART 154</td>
<td>SURVEY OF NON-WESTERN ART</td>
<td>11</td>
<td>500703</td>
<td>F2 903N</td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>ART 155</td>
<td>HISTORY OF PHOTOGRAPHY</td>
<td>11</td>
<td>500605</td>
<td>F2 904</td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>ART 200</td>
<td>TOPICS IN ART</td>
<td>11</td>
<td>509996</td>
<td></td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>ART 201</td>
<td>LIFE DRAWING</td>
<td>11</td>
<td>500705</td>
<td></td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>ART 216</td>
<td>GLASS FUSING</td>
<td>11</td>
<td>500711</td>
<td></td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>ART 218</td>
<td>GLASS BLOWING</td>
<td>11</td>
<td>500711</td>
<td></td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>ART 220</td>
<td>DIGITAL MANIPULATION</td>
<td>11</td>
<td>500605</td>
<td></td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>ART 221</td>
<td>STUDIO &amp; LOCATION LIGHTING</td>
<td>11</td>
<td>500605</td>
<td></td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>ART 290</td>
<td>PROFESSIONAL PRACTICES</td>
<td>11</td>
<td>509996</td>
<td></td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>ART 297</td>
<td>INDEPENDENT STUDY IN ART</td>
<td>11</td>
<td>509999</td>
<td></td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>COURSE</td>
<td>TITLE</td>
<td>PCS</td>
<td>CIP</td>
<td>IAI GenEd</td>
<td>IAI Major</td>
<td>Articulation Status</td>
</tr>
<tr>
<td>--------</td>
<td>-------</td>
<td>-----</td>
<td>---------</td>
<td>-----------</td>
<td>-----------</td>
<td>---------------------</td>
</tr>
<tr>
<td>CHN 101</td>
<td>ELEMENTARY CHINESE I</td>
<td>11</td>
<td>160301</td>
<td>Current</td>
<td>Refer to U.Select Documentation</td>
<td></td>
</tr>
<tr>
<td>CHN 102</td>
<td>ELEMENTARY CHINESE II</td>
<td>11</td>
<td>160301</td>
<td>Current</td>
<td>Refer to U.Select Documentation</td>
<td></td>
</tr>
<tr>
<td>CHN 201</td>
<td>INTERMEDIATE CHINESE I</td>
<td>11</td>
<td>160301</td>
<td>Current</td>
<td>Refer to U.Select Documentation</td>
<td></td>
</tr>
<tr>
<td>CHN 202</td>
<td>INTERMEDIATE CHINESE II</td>
<td>11</td>
<td>160301</td>
<td>Current</td>
<td>Refer to U.Select Documentation</td>
<td></td>
</tr>
<tr>
<td>FRN 101</td>
<td>ELEMENTARY FRENCH I</td>
<td>11</td>
<td>160901</td>
<td>Current</td>
<td>Refer to U.Select Documentation</td>
<td></td>
</tr>
<tr>
<td>FRN 102</td>
<td>ELEMENTARY FRENCH II</td>
<td>11</td>
<td>160901</td>
<td>Current</td>
<td>Refer to U.Select Documentation</td>
<td></td>
</tr>
<tr>
<td>FRN 201</td>
<td>INTERMEDIATE FRENCH I</td>
<td>11</td>
<td>160901</td>
<td>Current</td>
<td>Refer to U.Select Documentation</td>
<td></td>
</tr>
<tr>
<td>FRN 202</td>
<td>INTERMEDIATE FRENCH II</td>
<td>11</td>
<td>160901</td>
<td>Current</td>
<td>Refer to U.Select Documentation</td>
<td></td>
</tr>
<tr>
<td>FRN 211</td>
<td>CONVERSATIONAL FRENCH I</td>
<td>11</td>
<td>160901</td>
<td>Current</td>
<td>Refer to U.Select Documentation</td>
<td></td>
</tr>
<tr>
<td>FRN 212</td>
<td>CONVERSATIONAL FRENCH II</td>
<td>11</td>
<td>160901</td>
<td>Current</td>
<td>Refer to U.Select Documentation</td>
<td></td>
</tr>
<tr>
<td>FRN 261</td>
<td>FRENCH CONVERSATION COMPOSITION</td>
<td>11</td>
<td>160901</td>
<td>Current</td>
<td>Refer to U.Select Documentation</td>
<td></td>
</tr>
<tr>
<td>FRN 262</td>
<td>ADVANCED FRENCH COMPOSITION CONV</td>
<td>11</td>
<td>160901</td>
<td>Current</td>
<td>Refer to U.Select Documentation</td>
<td></td>
</tr>
<tr>
<td>GRM 101</td>
<td>ELEMENTARY GERMAN I</td>
<td>11</td>
<td>160501</td>
<td>Current</td>
<td>Refer to U.Select Documentation</td>
<td></td>
</tr>
<tr>
<td>GRM 102</td>
<td>ELEMENTARY GERMAN II</td>
<td>11</td>
<td>160501</td>
<td>Current</td>
<td>Refer to U.Select Documentation</td>
<td></td>
</tr>
<tr>
<td>GRM 201</td>
<td>INTERMEDIATE GERMAN I</td>
<td>11</td>
<td>160501</td>
<td>Current</td>
<td>Refer to U.Select Documentation</td>
<td></td>
</tr>
<tr>
<td>GRM 202</td>
<td>INTERMEDIATE GERMAN II</td>
<td>11</td>
<td>160501</td>
<td>Current</td>
<td>Refer to U.Select Documentation</td>
<td></td>
</tr>
<tr>
<td>COURSE</td>
<td>TITLE</td>
<td>PCS</td>
<td>CIP</td>
<td>IAI GenEd</td>
<td>IAI Major</td>
<td>Articulation Status</td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------------------------</td>
<td>-----</td>
<td>--------</td>
<td>-----------</td>
<td>-----------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>GRM 211</td>
<td>CONVERSATIONAL GERMAN I</td>
<td>11</td>
<td>160501</td>
<td>Current</td>
<td>Refer to U.Select Documentation</td>
<td></td>
</tr>
<tr>
<td>GRM 212</td>
<td>CONVERSATIONAL GERMAN II</td>
<td>11</td>
<td>160501</td>
<td>Current</td>
<td>Refer to U.Select Documentation</td>
<td></td>
</tr>
<tr>
<td>GRM 261</td>
<td>GERMAN CONVERSATION COMPOSITION</td>
<td>11</td>
<td>160501</td>
<td>Current</td>
<td>Refer to U.Select Documentation</td>
<td></td>
</tr>
<tr>
<td>GRM 262</td>
<td>ADVANCED GERMAN COMPOSITION CONV</td>
<td>11</td>
<td>160501</td>
<td>Current</td>
<td>Refer to U.Select Documentation</td>
<td></td>
</tr>
<tr>
<td>HIN 101</td>
<td>ELEMENTARY HINDI I</td>
<td>11</td>
<td>160902</td>
<td>Current</td>
<td>Refer to U.Select Documentation</td>
<td></td>
</tr>
<tr>
<td>HIN 102</td>
<td>ELEMENTARY HINDI II</td>
<td>11</td>
<td>160902</td>
<td>Current</td>
<td>Refer to U.Select Documentation</td>
<td></td>
</tr>
<tr>
<td>ITN 101</td>
<td>ELEMENTARY ITALIAN I</td>
<td>11</td>
<td>160902</td>
<td>Current</td>
<td>Refer to U.Select Documentation</td>
<td></td>
</tr>
<tr>
<td>ITN 102</td>
<td>ELEMENTARY ITALIAN II</td>
<td>11</td>
<td>160902</td>
<td>Current</td>
<td>Refer to U.Select Documentation</td>
<td></td>
</tr>
<tr>
<td>ITN 201</td>
<td>INTERMEDIATE ITALIAN I</td>
<td>11</td>
<td>160902</td>
<td>Current</td>
<td>Refer to U.Select Documentation</td>
<td></td>
</tr>
<tr>
<td>ITN 202</td>
<td>INTERMEDIATE ITALIAN II</td>
<td>11</td>
<td>160902</td>
<td>Current</td>
<td>Refer to U.Select Documentation</td>
<td></td>
</tr>
<tr>
<td>JPN 101</td>
<td>ELEMENTARY JAPANESE I</td>
<td>11</td>
<td>160302</td>
<td>Current</td>
<td>Refer to U.Select Documentation</td>
<td></td>
</tr>
<tr>
<td>JPN 102</td>
<td>ELEMENTARY JAPANESE II</td>
<td>11</td>
<td>160302</td>
<td>Current</td>
<td>Refer to U.Select Documentation</td>
<td></td>
</tr>
<tr>
<td>JPN 201</td>
<td>INTERMEDIATE JAPANESE I</td>
<td>11</td>
<td>160302</td>
<td>Current</td>
<td>Refer to U.Select Documentation</td>
<td></td>
</tr>
<tr>
<td>JPN 202</td>
<td>INTERMEDIATE JAPANESE II</td>
<td>11</td>
<td>160302</td>
<td>Current</td>
<td>Refer to U.Select Documentation</td>
<td></td>
</tr>
<tr>
<td>RSN 101</td>
<td>ELEMENTARY RUSSIAN</td>
<td>11</td>
<td>160402</td>
<td>Current</td>
<td>Refer to U.Select Documentation</td>
<td></td>
</tr>
<tr>
<td>SPN 101</td>
<td>ELEMENTARY SPANISH I</td>
<td>11</td>
<td>160901</td>
<td>Current</td>
<td>Refer to U.Select Documentation</td>
<td></td>
</tr>
<tr>
<td>SPN 102</td>
<td>ELEMENTARY SPANISH II</td>
<td>11</td>
<td>160901</td>
<td>Current</td>
<td>Refer to U.Select Documentation</td>
<td></td>
</tr>
<tr>
<td>COURSE</td>
<td>TITLE</td>
<td>PCS</td>
<td>CIP</td>
<td>IAI GenEd</td>
<td>IAI Major</td>
<td>Articulation Status</td>
</tr>
<tr>
<td>--------</td>
<td>-------------------------------------</td>
<td>-----</td>
<td>--------</td>
<td>-----------</td>
<td>-----------</td>
<td>---------------------------------------</td>
</tr>
<tr>
<td>SPN 201</td>
<td>INTERMEDIATE SPANISH I</td>
<td>11</td>
<td>160901</td>
<td></td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>SPN 202</td>
<td>INTERMEDIATE SPANISH II</td>
<td>11</td>
<td>160901</td>
<td>H1900</td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>SPN 211</td>
<td>CONVERSATIONAL SPANISH I</td>
<td>11</td>
<td>160905</td>
<td></td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>SPN 212</td>
<td>CONVERSATIONAL SPANISH II</td>
<td>11</td>
<td>160905</td>
<td></td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>SPN 231</td>
<td>SPANISH FOR MEDICAL PERSONNEL I</td>
<td>11</td>
<td>160905</td>
<td></td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>SPN 232</td>
<td>SPANISH FOR MEDICAL PERSONNEL II</td>
<td>11</td>
<td>160905</td>
<td></td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>SPN 241</td>
<td>SPANISH FOR TEACHERS I</td>
<td>11</td>
<td>160905</td>
<td></td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>SPN 242</td>
<td>SPANISH FOR TEACHERS II</td>
<td>11</td>
<td>160905</td>
<td></td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>SPN 251</td>
<td>SPANISH FOR SPANISH SPEAKERS I</td>
<td>11</td>
<td>160905</td>
<td></td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>SPN 252</td>
<td>SPANISH FOR SPANISH SPEAKERS II</td>
<td>11</td>
<td>160905</td>
<td></td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>SPN 261</td>
<td>SPANISH CONVERSATION COMPOSITION</td>
<td>11</td>
<td>160905</td>
<td></td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>SPN 262</td>
<td>ADVANCED SPANISH COMPOSITION CONV</td>
<td>11</td>
<td>160905</td>
<td></td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>SPN 281</td>
<td>TOPICS IN SPANISH</td>
<td>11</td>
<td>169997</td>
<td></td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
</tbody>
</table>

**HISTORY**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>PCS</th>
<th>CIP</th>
<th>IAI GenEd</th>
<th>IAI Major</th>
<th>Articulation Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 100</td>
<td>TOPICS IN HISTORY</td>
<td>11</td>
<td>459997</td>
<td></td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>HIS 101</td>
<td>HISTORY OF WESTERN CIVILIZATION I</td>
<td>11</td>
<td>540101</td>
<td>S2 902</td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>HIS 102</td>
<td>HISTORY OF WESTERN CIVILIZATION II</td>
<td>11</td>
<td>540101</td>
<td>S2 903</td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>COURSE</td>
<td>TITLE</td>
<td>PCS</td>
<td>CIP</td>
<td>IAI GenEd</td>
<td>IAI Major</td>
<td>Articulation Status</td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------------------------</td>
<td>-----</td>
<td>-------</td>
<td>-----------</td>
<td>-----------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>HIS 115</td>
<td>HISTORY OF WORLD CIVILIZATIONS I</td>
<td>11</td>
<td>540101</td>
<td>S2 912N</td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>HIS 116</td>
<td>HISTORY OF WORLD CIVILIZATIONS II</td>
<td>11</td>
<td>540101</td>
<td>S2 913N</td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>HIS 118</td>
<td>FOUNDATIONS OF CIVILIZATION</td>
<td>11</td>
<td>540101</td>
<td>H2 900</td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>HIS 120</td>
<td>HISTORY OF THE NON-WESTERN WORLD I</td>
<td>11</td>
<td>540106</td>
<td>S2 904N</td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>HIS 121</td>
<td>HISTORY OF NON-WESTERN WORLD II</td>
<td>11</td>
<td>540106</td>
<td>S2 905N</td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>HIS 130</td>
<td>HISTORY OF LATIN AMERICA I</td>
<td>11</td>
<td>549996</td>
<td>S2 910N</td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>HIS 131</td>
<td>HISTORY OF LATIN AMERICA II</td>
<td>11</td>
<td>549996</td>
<td>S2 911N</td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>HIS 140</td>
<td>HISTORY OF ASIA AND THE PACIFIC I</td>
<td>11</td>
<td>540106</td>
<td>S2 908N</td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>HIS 141</td>
<td>HISTORY OF ASIA AND THE PACIFIC II</td>
<td>11</td>
<td>540106</td>
<td>S2 909N</td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>HIS 151</td>
<td>U.S. HISTORY TO 1870</td>
<td>11</td>
<td>540102</td>
<td>S2 900</td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>HIS 152</td>
<td>U.S. HISTORY SINCE 1865</td>
<td>11</td>
<td>540102</td>
<td>S2 901</td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>HIS 160</td>
<td>AMERICAN CIVILIZATION</td>
<td>11</td>
<td>540102</td>
<td>H2 904</td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>HIS 170</td>
<td>THE HISTORY OF ILLINOIS</td>
<td>11</td>
<td>549996</td>
<td></td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>HIS 201</td>
<td>MODERN EUROPEAN HISTORY</td>
<td>11</td>
<td>540103</td>
<td></td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>HIS 219</td>
<td>HONORS SEMINAR IN HISTORY</td>
<td>11</td>
<td>459997</td>
<td></td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>HIS 240</td>
<td>EAST ASIAN HISTORY TO 1600</td>
<td>11</td>
<td>540106</td>
<td></td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>HIS 241</td>
<td>EAST ASIAN HISTORY SINCE 1600</td>
<td>11</td>
<td>540106</td>
<td></td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>COURSE</td>
<td>TITLE</td>
<td>PCS</td>
<td>CIP</td>
<td>IAI GenEd</td>
<td>IAI Major</td>
<td>Articulation Status</td>
</tr>
<tr>
<td>--------</td>
<td>-------------------------------------------------</td>
<td>-----</td>
<td>--------</td>
<td>-----------</td>
<td>----------</td>
<td>----------------------------------------------</td>
</tr>
<tr>
<td>HIS</td>
<td>INDEPENDENT STUDY IN HISTORY</td>
<td>11</td>
<td>459999</td>
<td></td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>HUM</td>
<td>TOPICS IN HUMANITIES</td>
<td>11</td>
<td>240197</td>
<td></td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>HUM</td>
<td>INTRODUCTION TO WESTERN HUMANITIES I</td>
<td>11</td>
<td>240103</td>
<td>HF 902</td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>HUM</td>
<td>INTRO TO WESTERN HUMANITIES II</td>
<td>11</td>
<td>240103</td>
<td>HF 903</td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>HUM</td>
<td>INTRO TO NON-WESTERN HUMANITIES</td>
<td>11</td>
<td>240103</td>
<td>HF 904N</td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>HUM</td>
<td>CLASSIC THEATRE-THE HUMANITIES IN DR</td>
<td>11</td>
<td>500506</td>
<td></td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>HUM</td>
<td>GLOBAL PERSPECTIVES ON WORLD CIV.</td>
<td>11</td>
<td>240197</td>
<td></td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>HUM</td>
<td>INTRODUCTION TO PHILOSOPHY</td>
<td>11</td>
<td>380101</td>
<td>H4 900</td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>HUM</td>
<td>WESTERN PHILOSOPHY I</td>
<td>11</td>
<td>380101</td>
<td>H4 901</td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>HUM</td>
<td>WESTERN PHILOSOPHY II</td>
<td>11</td>
<td>380101</td>
<td>H4 902</td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>HUM</td>
<td>CRITICAL REASONING</td>
<td>11</td>
<td>380102</td>
<td>H4 906</td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>HUM</td>
<td>LOGIC</td>
<td>11</td>
<td>380102</td>
<td>H4 906</td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>HUM</td>
<td>SOCIAL &amp; POLITICAL PHILOSOPHY</td>
<td>11</td>
<td>380101</td>
<td></td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>HUM</td>
<td>PHILOSOPHY OF SCIENCE</td>
<td>11</td>
<td>380101</td>
<td></td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>HUM</td>
<td>CULTURE AND SCIENCE IN THE WEST</td>
<td>11</td>
<td>300101</td>
<td></td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>HUM</td>
<td>INTRODUCTION TO ASIAN PHILOSOPHIES</td>
<td>11</td>
<td>380101</td>
<td>H4 903N</td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>COURSE</td>
<td>TITLE</td>
<td>PCS</td>
<td>CIP</td>
<td>IAI GenEd</td>
<td>IAI Major</td>
<td>Articulation Status</td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------------------------</td>
<td>-----</td>
<td>-------</td>
<td>-----------</td>
<td>-----------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>HUM 202</td>
<td>PHILOSOPHY OF RELIGION</td>
<td>11</td>
<td>380201</td>
<td>H4 905</td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>HUM 203</td>
<td>COMPARATIVE RELIGIONS</td>
<td>11</td>
<td>380201</td>
<td>H4 904N</td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>HUM 204</td>
<td>INTRODUCTION TO RELIGIOUS STUDIES</td>
<td>11</td>
<td>380201</td>
<td>H4 900</td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>HUM 205</td>
<td>INTRODUCTION TO MYTHOLOGY</td>
<td>11</td>
<td>230101</td>
<td>H4 901</td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>HUM 208</td>
<td>LIFE &amp; WORK IN THE 21ST CENTURY</td>
<td>11</td>
<td>451101</td>
<td></td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>HUM 216</td>
<td>ETHICS</td>
<td>11</td>
<td>380103</td>
<td>H4 904</td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>HUM 217</td>
<td>AESTHETICS</td>
<td>11</td>
<td>380101</td>
<td></td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>HUM 219</td>
<td>HONORS SEMINAR IN HUMANITIES</td>
<td>11</td>
<td>240197</td>
<td></td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>HUM 224</td>
<td>CULTURAL HISTORY OF PACIFIC ASIA</td>
<td>11</td>
<td>050104</td>
<td></td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>HUM 231</td>
<td>CONTEMPORARY MORAL ISSUES</td>
<td>11</td>
<td>380103</td>
<td></td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>HUM 297</td>
<td>INDEPENDENT STUDY IN HUMANITIES</td>
<td>11</td>
<td>240199</td>
<td></td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
</tbody>
</table>

**INTERNATIONAL STUDIES**

<p>| INS 100| TOPICS IN INTERNATIONAL STUDIES          | 11  | 459997|           | Current- Refer to U.Select Documentation                      |
| INS 107| GLOBAL PERSP. ON WORLD CIVILIZATN        | 11  | 240197|           | Current- Refer to U.Select Documentation                      |
| INS 131| AFRICAN CULTURAL HISTORY                 | 11  | 050101|           | To be withdrawn                                               |
| INS 159| A HISTORY OF THE VIETNAM CONFLICT        | 11  | 540101|           | To be withdrawn                                               |
| INS 201| INTRO. TO CROSS-CULTURAL EDUC.           | 11  | 130201|           | Current- Refer to U.Select Documentation                      |</p>
<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>PCS</th>
<th>CIP</th>
<th>IAI GenEd</th>
<th>IAI Major</th>
<th>Articulation Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>INS 204</td>
<td>INTRODUCTION TO RELIGIOUS STUDIES</td>
<td>11</td>
<td>380201</td>
<td></td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>INS 206</td>
<td>FIELD STUDY IN FOREIGN CULTURES</td>
<td>11</td>
<td>459999</td>
<td></td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>INS 208</td>
<td>LIFE &amp; WORK IN THE 21ST CENTURY</td>
<td>11</td>
<td>451101</td>
<td></td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>INS 219</td>
<td>HONORS SEMINAR-INTERNATIONAL STUDIES</td>
<td>11</td>
<td>459997</td>
<td></td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>INS 280</td>
<td>NON-TRADITIONAL LANGUAGE I</td>
<td>11</td>
<td>169996</td>
<td></td>
<td></td>
<td>Needs to be Rearticulated</td>
</tr>
<tr>
<td>INS 281</td>
<td>NON-TRADITIONAL LANGUAGE II</td>
<td>11</td>
<td>169996</td>
<td></td>
<td></td>
<td>Needs to be Rearticulated</td>
</tr>
<tr>
<td>INS 297</td>
<td>INDEP. STUDY IN INTERNAT. STUDIES</td>
<td>11</td>
<td>459999</td>
<td></td>
<td></td>
<td>Needs to be Rearticulated</td>
</tr>
</tbody>
</table>

**MUSIC**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>PCS</th>
<th>CIP</th>
<th>IAI GenEd</th>
<th>IAI Major</th>
<th>Articulation Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 100</td>
<td>INTRODUCTION TO MUSIC THEORY</td>
<td>11</td>
<td>500904</td>
<td></td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>MUS 101</td>
<td>BAND</td>
<td>11</td>
<td>500903</td>
<td></td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>MUS 102</td>
<td>JAZZ LAB BAND</td>
<td>11</td>
<td>500903</td>
<td></td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>MUS 104</td>
<td>MUSICS OF THE WORLD</td>
<td>11</td>
<td>500902</td>
<td>F1 903N</td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>MUS 105</td>
<td>MUSIC APPRECIATION</td>
<td>11</td>
<td>500902</td>
<td>F1 900</td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>MUS 106</td>
<td>MUSIC LITERATURE FROM 1400 TO 1750</td>
<td>11</td>
<td>500902</td>
<td>F1 901</td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>MUS 107</td>
<td>MUSIC LITER. FROM 1750 TO PRESENT</td>
<td>11</td>
<td>500902</td>
<td>F1 902</td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>MUS 108</td>
<td>ELGIN AREA HONORS CHOIR</td>
<td>11</td>
<td>500903</td>
<td></td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>MUS 109</td>
<td>KEYBOARD HARMONY</td>
<td>11</td>
<td>500904</td>
<td></td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>COURSE</td>
<td>TITLE</td>
<td>PCS</td>
<td>CIP</td>
<td>IAI GenEd</td>
<td>IAI Major</td>
<td>Articulation Status</td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------------------------</td>
<td>-----</td>
<td>--------</td>
<td>-----------</td>
<td>-----------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>MUS 110</td>
<td>CHOIR I</td>
<td>11</td>
<td>500903</td>
<td>Current</td>
<td>Refer to</td>
<td>U.Select Documentation</td>
</tr>
<tr>
<td>MUS 111</td>
<td>CHORAL ENSEMBLE</td>
<td>11</td>
<td>500903</td>
<td>Current</td>
<td>Refer to</td>
<td>U.Select Documentation</td>
</tr>
<tr>
<td>MUS 112</td>
<td>ELGIN CHORAL UNION CHAMBER ENSEMBLE</td>
<td>11</td>
<td>500903</td>
<td>Current</td>
<td>Refer to</td>
<td>U.Select Documentation</td>
</tr>
<tr>
<td>MUS 113</td>
<td>CHAMBER VOCAL ENSEMBLE</td>
<td>11</td>
<td>500903</td>
<td>Current</td>
<td>Refer to</td>
<td>U.Select Documentation</td>
</tr>
<tr>
<td>MUS 114</td>
<td>SHOW CHOIR</td>
<td>11</td>
<td>500903</td>
<td>Current</td>
<td>Refer to</td>
<td>U.Select Documentation</td>
</tr>
<tr>
<td>MUS 115</td>
<td>SIGHT SINGING &amp; EAR TRAINING I</td>
<td>11</td>
<td>500904</td>
<td>Current</td>
<td>Refer to</td>
<td>U.Select Documentation</td>
</tr>
<tr>
<td>MUS 116</td>
<td>MUSICAL THEATER</td>
<td>11</td>
<td>500903</td>
<td>Current</td>
<td>Refer to</td>
<td>U.Select Documentation</td>
</tr>
<tr>
<td>MUS 120</td>
<td>BRASS ENSEMBLE</td>
<td>11</td>
<td>500903</td>
<td>Current</td>
<td>Refer to</td>
<td>U.Select Documentation</td>
</tr>
<tr>
<td>MUS 121</td>
<td>WOODWIND ENSEMBLE</td>
<td>11</td>
<td>500903</td>
<td>Current</td>
<td>Refer to</td>
<td>U.Select Documentation</td>
</tr>
<tr>
<td>MUS 122</td>
<td>PERCUSSION ENSEMBLE</td>
<td>11</td>
<td>500903</td>
<td>Current</td>
<td>Refer to</td>
<td>U.Select Documentation</td>
</tr>
<tr>
<td>MUS 123</td>
<td>STRING ENSEMBLE</td>
<td>11</td>
<td>500903</td>
<td>Current</td>
<td>Refer to</td>
<td>U.Select Documentation</td>
</tr>
<tr>
<td>MUS 124</td>
<td>SYMPHONY ORCHESTRA</td>
<td>11</td>
<td>500903</td>
<td>Current</td>
<td>Refer to</td>
<td>U.Select Documentation</td>
</tr>
<tr>
<td>MUS 125</td>
<td>INTERMEDIATE SYMPHONY ORCHESTRA</td>
<td>11</td>
<td>500903</td>
<td>Current</td>
<td>Refer to</td>
<td>U.Select Documentation</td>
</tr>
<tr>
<td>MUS 126</td>
<td>CLASS PIANO I</td>
<td>11</td>
<td>500903</td>
<td>Current</td>
<td>Refer to</td>
<td>U.Select Documentation</td>
</tr>
<tr>
<td>MUS 127</td>
<td>CLASS PIANO II</td>
<td>11</td>
<td>500903</td>
<td>Current</td>
<td>Refer to</td>
<td>U.Select Documentation</td>
</tr>
<tr>
<td>MUS 128</td>
<td>THEORY &amp; EAR TRAINING I</td>
<td>11</td>
<td>500904</td>
<td>Current</td>
<td>Refer to</td>
<td>U.Select Documentation</td>
</tr>
<tr>
<td>MUS 129</td>
<td>THEORY &amp; EAR TRAINING II</td>
<td>11</td>
<td>500904</td>
<td>Current</td>
<td>Refer to</td>
<td>U.Select Documentation</td>
</tr>
<tr>
<td>COURSE</td>
<td>TITLE</td>
<td>PCS</td>
<td>CIP</td>
<td>IAI GenEd</td>
<td>IAI Major</td>
<td>Articulation Status</td>
</tr>
<tr>
<td>--------</td>
<td>------------------------------------------</td>
<td>-----</td>
<td>---------</td>
<td>-----------</td>
<td>-----------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>MUS</td>
<td>ADVANCED SYMPHONY ORCHESTRA</td>
<td>11</td>
<td>500903</td>
<td></td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>MUS</td>
<td>APPLIED MUSIC</td>
<td>11</td>
<td>500903</td>
<td></td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>MUS</td>
<td>INTRO MUS PROD: LISTENING &amp; FX</td>
<td>12</td>
<td>500904</td>
<td></td>
<td></td>
<td>No Articulation Needed for this course</td>
</tr>
<tr>
<td>MUS</td>
<td>SEMINAR IN MUSIC BUSINESS</td>
<td>12</td>
<td>500904</td>
<td></td>
<td></td>
<td>No Articulation Needed for this course</td>
</tr>
<tr>
<td>MUS</td>
<td>FUNDAMENTALS OF MUSIC TECHNOLOGY</td>
<td>12</td>
<td>500904</td>
<td></td>
<td></td>
<td>No Articulation Needed for this course</td>
</tr>
<tr>
<td>MUS</td>
<td>RECORDING TECHNIQUES 1: REC./ACOUS.</td>
<td>12</td>
<td>500901</td>
<td></td>
<td></td>
<td>No Articulation Needed for this course</td>
</tr>
<tr>
<td>MUS</td>
<td>RECORDING TECH 2: ADV REC AND MIXING</td>
<td>12</td>
<td>500904</td>
<td></td>
<td></td>
<td>No Articulation Needed for this course</td>
</tr>
<tr>
<td>MUS</td>
<td>REC. TECH 3:MASTERING AND DISTRIB.</td>
<td>12</td>
<td>500904</td>
<td></td>
<td></td>
<td>No Articulation Needed for this course</td>
</tr>
<tr>
<td>MUS</td>
<td>TOPICS IN MUSIC</td>
<td>11</td>
<td>500902</td>
<td></td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>MUS</td>
<td>THEORY &amp; EAR TRAINING III</td>
<td>11</td>
<td>500904</td>
<td></td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>MUS</td>
<td>THEORY &amp; EAR TRAINING IV</td>
<td>11</td>
<td>500904</td>
<td></td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>MUS</td>
<td>APPLIED MUSIC</td>
<td>11</td>
<td>500903</td>
<td></td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>POLITICAL SCIENCE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>POS</td>
<td>TOPICS IN GOVERNMENT</td>
<td>11</td>
<td>459997</td>
<td></td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>POS</td>
<td>AMER GOVERNMENT - NATIONAL</td>
<td>11</td>
<td>451001</td>
<td>S5 900</td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>POS</td>
<td>AMER GOVT STATE LOCAL</td>
<td>11</td>
<td>451001</td>
<td>S5 902</td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>POS</td>
<td>PRINCIPLES OF POLITICAL SCIENCE</td>
<td>11</td>
<td>451001</td>
<td>S5 903</td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>COURSE</td>
<td>TITLE</td>
<td>PCS</td>
<td>CIP</td>
<td>IAI GenEd</td>
<td>IAI Major</td>
<td>Articulation Status</td>
</tr>
<tr>
<td>--------</td>
<td>----------------------------------------------</td>
<td>-----</td>
<td>-------</td>
<td>-----------</td>
<td>-----------</td>
<td>---------------------------------------------------------</td>
</tr>
<tr>
<td>POS 219</td>
<td>HONORS SEMINAR IN GOVERNMENT</td>
<td>11</td>
<td>459997</td>
<td></td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>POS 250</td>
<td>COMPARATIVE POLITICAL SYSTEMS</td>
<td>11</td>
<td>451001</td>
<td>S5 905</td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>POS 251</td>
<td>INTERNATIONAL RELATIONS</td>
<td>11</td>
<td>450901</td>
<td>S5 904</td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>POS 253</td>
<td>NON-WESTERN COMPARATIVE GOVERNMENT</td>
<td>11</td>
<td>451001</td>
<td>S5 906N</td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>POS 297</td>
<td>INDEPENDENT STUDY IN GOVERNMENT</td>
<td>11</td>
<td>459999</td>
<td></td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
</tbody>
</table>

**THEATRE**

<p>| THE 100 | THEATRE APPRECIATION                         | 11  | 500501| F1 907    |           | Current- Refer to U.Select Documentation                |
| THE 110 | DRAMA PERFORMANCE ENSEMBLE I                 | 11  | 500599|           |           | Current- Refer to U.Select Documentation                |
| THE 122 | INTRO-THEATRE HISTORY &amp; LITERATURE           | 11  | 500501| F1 908    |           | Current- Refer to U.Select Documentation                |
| THE 124 | AMERICAN DRAMA                               | 11  | 500501| F1 909D   |           | Current- Refer to U.Select Documentation                |
| THE 132 | ACTING I                                     | 11  | 500506|           |           | Current- Refer to U.Select Documentation                |
| THE 134 | IMPROVISATION FOR THE THEATRE                | 11  | 500506|           |           | Current- Refer to U.Select Documentation                |
| THE 136 | ACTING II                                    | 11  | 500506|           |           | Current- Refer to U.Select Documentation                |
| THE 142 | MOVEMENT FOR THE STAGE                       | 11  | 500506|           |           | Current- Refer to U.Select Documentation                |
| THE 144 | VOICE AND SPEECH FOR THE STAGE               | 11  | 231001|           |           | Current- Refer to U.Select Documentation                |
| THE 150 | THEATRE DANCE                                | 11  | 500506|           |           | Current- Refer to U.Select Documentation                |</p>
<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>PCS</th>
<th>CIP</th>
<th>IAI GenEd</th>
<th>IAI Major</th>
<th>Articulation Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE 160</td>
<td>INTRODUCTION TO THEATRE TECHNOLOGY</td>
<td>11</td>
<td>500502</td>
<td></td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>THE 162</td>
<td>TECHNICAL THEATRE PRACTICUM</td>
<td>11</td>
<td>500599</td>
<td></td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>THE 164</td>
<td>LIGHTING DESIGN AND TECHNOLOGY</td>
<td>11</td>
<td>500502</td>
<td></td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>THE 168</td>
<td>STAGE MAKEUP</td>
<td>11</td>
<td>120406</td>
<td></td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>THE 170</td>
<td>STAGE MANAGEMENT</td>
<td>11</td>
<td>500502</td>
<td></td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>THE 210</td>
<td>LITERATURE PERFORMANCE ENSEMBLE</td>
<td>11</td>
<td>230101</td>
<td></td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>THE 231</td>
<td>INTERNSHIP IN THEATRE</td>
<td>11</td>
<td>500599</td>
<td></td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>THE 232</td>
<td>INTERNSHIP IN THEATRE</td>
<td>11</td>
<td>500599</td>
<td></td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>THE 233</td>
<td>INTERNSHIP IN THEATRE</td>
<td>11</td>
<td>500599</td>
<td></td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>THE 234</td>
<td>SPECIAL TOPICS: THEATRE</td>
<td>11</td>
<td>509997</td>
<td></td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>THE 235</td>
<td>SPECIAL TOPICS: THEATRE</td>
<td>11</td>
<td>509997</td>
<td></td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>THE 236</td>
<td>SPECIAL TOPICS: THEATRE</td>
<td>11</td>
<td>509997</td>
<td></td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>THE 241</td>
<td>STAGE COMBAT I</td>
<td>11</td>
<td>500506</td>
<td></td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>THE 242</td>
<td>STAGE COMBAT II</td>
<td>11</td>
<td>500506</td>
<td></td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>THE 243</td>
<td>STAGE COMBAT: SINGLE SWORD</td>
<td>11</td>
<td>500506</td>
<td></td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>THE 244</td>
<td>STAGE COMBAT: SMALL SWORD</td>
<td>11</td>
<td>500506</td>
<td></td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>THE 245</td>
<td>STAGE COMBAT: KNIFE</td>
<td>11</td>
<td>500506</td>
<td></td>
<td></td>
<td>Current- Refer to U.Select Documentation</td>
</tr>
<tr>
<td>COURSE</td>
<td>TITLE</td>
<td>PCS</td>
<td>CIP</td>
<td>IAI GenEd</td>
<td>IAI Major</td>
<td>Articulation Status</td>
</tr>
<tr>
<td>--------</td>
<td>----------------------------</td>
<td>-----</td>
<td>---------</td>
<td>-----------</td>
<td>-----------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>THE 246</td>
<td>STAGE COMBAT: QUARTERSTAFF</td>
<td>11</td>
<td>500506</td>
<td></td>
<td></td>
<td>Current - Refer to U.Select Documentation</td>
</tr>
<tr>
<td>THE 247</td>
<td>STAGE COMBAT: BROADSWORD</td>
<td>11</td>
<td>500506</td>
<td></td>
<td></td>
<td>Current - Refer to U.Select Documentation</td>
</tr>
<tr>
<td>THE 248</td>
<td>STAGE COMBAT: SWORD AND SHIELD</td>
<td>11</td>
<td>500506</td>
<td></td>
<td></td>
<td>Current - Refer to U.Select Documentation</td>
</tr>
<tr>
<td>CIP</td>
<td>Newly Revised CIP</td>
<td>Curriculum Code</td>
<td>Deg. Type</td>
<td>ECC Program</td>
<td>TITLE</td>
<td>2015</td>
</tr>
<tr>
<td>-------</td>
<td>------------------</td>
<td>-----------------</td>
<td>-----------</td>
<td>------------------------------</td>
<td>--------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>100203</td>
<td>MUSIC</td>
<td>0512</td>
<td>30</td>
<td>Music</td>
<td>MUSIC PRODUCTION-BVS</td>
<td>x</td>
</tr>
<tr>
<td>110601</td>
<td>DPTGM</td>
<td>0727</td>
<td>3</td>
<td>Computer Information Science</td>
<td>MICROCOMPUTER SPECIALIST AAS</td>
<td></td>
</tr>
<tr>
<td>110801</td>
<td>CISWT</td>
<td>0206</td>
<td>30</td>
<td>Computer Information Science</td>
<td>WEB TECHNICIAN BVS (withdrawn)</td>
<td>x</td>
</tr>
<tr>
<td>111003</td>
<td>DIFRA</td>
<td>0310</td>
<td>3</td>
<td>Computer Information Science</td>
<td>DIGITAL FORENSICS AAS</td>
<td></td>
</tr>
<tr>
<td>111003</td>
<td>DIFRV</td>
<td>0310</td>
<td>20</td>
<td>Computer Information Science</td>
<td>DIGITAL FORENSICS VS</td>
<td></td>
</tr>
<tr>
<td>500409</td>
<td>GRPHD</td>
<td>0739</td>
<td>3</td>
<td>Communication Design</td>
<td>COMMUNICATION DESIGN – GRAPHIC DESIGN AAS</td>
<td>x</td>
</tr>
<tr>
<td>500409</td>
<td>ADOBE</td>
<td>0109</td>
<td>30</td>
<td>Communication Design</td>
<td>ADOBE CREATIVE SUITE - BVS</td>
<td></td>
</tr>
<tr>
<td>110801</td>
<td>GRDWD</td>
<td>0807</td>
<td>3</td>
<td>Communication Design</td>
<td>COMMUNICATION DESIGN – INTERNET DESIGN AAS</td>
<td>x</td>
</tr>
<tr>
<td>110801</td>
<td>GRPHD</td>
<td>0879</td>
<td>30</td>
<td>Communication Design</td>
<td>INTERNET DESIGN – BVS</td>
<td>x</td>
</tr>
<tr>
<td>100304</td>
<td>MULMD</td>
<td>0018</td>
<td>3</td>
<td>Communication Design</td>
<td>VIDEOGRAPHY &amp; MOTION GRAPHICS AAS</td>
<td>x</td>
</tr>
<tr>
<td>100304</td>
<td>VIDEO</td>
<td>0513</td>
<td>30</td>
<td>Communication Design</td>
<td>VIDEOGRAPHY - BVS</td>
<td>x</td>
</tr>
<tr>
<td>120501</td>
<td>CULAR</td>
<td>0670</td>
<td>30</td>
<td>Culinary &amp; Hospitality</td>
<td>BAKING ASSISTANT BVS</td>
<td></td>
</tr>
<tr>
<td>120501</td>
<td>CULAR</td>
<td>0671</td>
<td>30</td>
<td>Culinary &amp; Hospitality</td>
<td>LEAD BAKER BVS</td>
<td></td>
</tr>
<tr>
<td>120501</td>
<td>CULAR</td>
<td>0672</td>
<td>20</td>
<td>Culinary &amp; Hospitality</td>
<td>PASTRY CHEF ASSISTANT VS</td>
<td></td>
</tr>
<tr>
<td>120501</td>
<td>CULAR</td>
<td>0673</td>
<td>3</td>
<td>Culinary &amp; Hospitality</td>
<td>PASTRY ARTS AAS</td>
<td></td>
</tr>
<tr>
<td>120503</td>
<td>CULAR</td>
<td>0049</td>
<td>20</td>
<td>Culinary &amp; Hospitality</td>
<td>FIRST COOK VS</td>
<td></td>
</tr>
<tr>
<td>120503</td>
<td>CULAR</td>
<td>0756</td>
<td>3</td>
<td>Culinary &amp; Hospitality</td>
<td>CULINARY MANAGEMENT-CULINARY ARTS AAS</td>
<td>x</td>
</tr>
<tr>
<td>120505</td>
<td>CULAR</td>
<td>0048</td>
<td>30</td>
<td>Culinary &amp; Hospitality</td>
<td>PREP COOK BVS</td>
<td></td>
</tr>
<tr>
<td>120505</td>
<td>CULAR</td>
<td>0875</td>
<td>30</td>
<td>Culinary &amp; Hospitality</td>
<td>CULINARY MANAGEMENT-COOKS HELPER BVS</td>
<td>x</td>
</tr>
<tr>
<td>120504</td>
<td>RESMT</td>
<td>0049</td>
<td>20</td>
<td>Culinary &amp; Hospitality</td>
<td>RESTAURANT OPERATIONS VS</td>
<td></td>
</tr>
<tr>
<td>120504</td>
<td>RESMT</td>
<td>0738</td>
<td>3</td>
<td>Culinary &amp; Hospitality</td>
<td>CULINARY MGT-RESTAURANT MANAGEMENT AAS</td>
<td>x</td>
</tr>
<tr>
<td>120504</td>
<td>RESMT</td>
<td>0048</td>
<td>30</td>
<td>Culinary &amp; Hospitality</td>
<td>HOSPITALITY BVS</td>
<td>x</td>
</tr>
<tr>
<td>CIP</td>
<td>Newly Revised CIP</td>
<td>Curriculum Code</td>
<td>Deg. Type</td>
<td>ECC Program</td>
<td>TITLE</td>
<td>2015</td>
</tr>
<tr>
<td>-------</td>
<td>-------------------</td>
<td>-----------------</td>
<td>-----------</td>
<td>--------------------------------------------------</td>
<td>---------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>150411</td>
<td></td>
<td>CNCIT</td>
<td>0108</td>
<td>Industrial Manufacturing Tech.</td>
<td>CNC OPERATOR BVS</td>
<td></td>
</tr>
<tr>
<td>150411</td>
<td></td>
<td>MTOLT</td>
<td>0512</td>
<td>Industrial Manufacturing Tech.</td>
<td>COMPUTER INTEGRATED MANUFACTURING-VS</td>
<td>x</td>
</tr>
<tr>
<td>150411</td>
<td></td>
<td>MTOLT</td>
<td>0612</td>
<td>Industrial Manufacturing Tech.</td>
<td>IMT-COMPTR INTEGRATED MFG OPTION-AAS</td>
<td>x</td>
</tr>
<tr>
<td>150411</td>
<td></td>
<td>MTOLT</td>
<td>0755</td>
<td>Industrial Manufacturing Tech.</td>
<td>INDUSTRIAL MANUFACTURING TECHNOLOGY AAS</td>
<td>x</td>
</tr>
<tr>
<td>150607</td>
<td></td>
<td>MTOLT</td>
<td>0756</td>
<td>Industrial Manufacturing Tech.</td>
<td>MOLD MAKING VS</td>
<td>x</td>
</tr>
<tr>
<td>480501</td>
<td></td>
<td>MACTH</td>
<td>0854</td>
<td>Industrial Manufacturing Tech.</td>
<td>MACHINE TOOL OPERATIONS VS</td>
<td>x</td>
</tr>
<tr>
<td>480501</td>
<td></td>
<td>MTOLT</td>
<td>0754</td>
<td>Industrial Manufacturing Tech.</td>
<td>MACHINE TOOL TECHNOLOGY AAS</td>
<td>x</td>
</tr>
<tr>
<td>480501</td>
<td></td>
<td>MTOLT</td>
<td>0757</td>
<td>Industrial Manufacturing Tech.</td>
<td>TOOL &amp; DIE MAKING BVs</td>
<td></td>
</tr>
<tr>
<td>151302</td>
<td></td>
<td>ARCHD</td>
<td>0809</td>
<td>Computer-Aided Design</td>
<td>ARCHITECTURAL DESIGN - BVS</td>
<td></td>
</tr>
<tr>
<td>151302</td>
<td></td>
<td>CADFT</td>
<td>0605</td>
<td>Computer-Aided Design</td>
<td>COMPUTER AIDED DESIGN BVs</td>
<td></td>
</tr>
<tr>
<td>151302</td>
<td></td>
<td>DFTDS</td>
<td>0723</td>
<td>Computer-Aided Design</td>
<td>COMPUTER AIDED DESIGN AAS</td>
<td></td>
</tr>
<tr>
<td>151302</td>
<td></td>
<td>DFTDS</td>
<td>0724</td>
<td>Computer-Aided Design</td>
<td>AUTOCAD BVs</td>
<td>x</td>
</tr>
<tr>
<td>151302</td>
<td></td>
<td>DFTDS</td>
<td>0725</td>
<td>Computer-Aided Design</td>
<td>PRACTICING PROFESSIONAL: PRO-E BVs</td>
<td>x</td>
</tr>
<tr>
<td>151302</td>
<td></td>
<td>REVIT</td>
<td>0710</td>
<td>Computer-Aided Design</td>
<td>REVIT BVs</td>
<td></td>
</tr>
<tr>
<td>151302</td>
<td></td>
<td>SDWRK</td>
<td>0710</td>
<td>Computer-Aided Design</td>
<td>SOLIDWORKS BVs</td>
<td></td>
</tr>
<tr>
<td>190709</td>
<td></td>
<td>GCHCR</td>
<td>0883</td>
<td>Human Svs: Early Childhood</td>
<td>HUMAN SERV-EARLY CHILDHOOD EDUCATION VS</td>
<td></td>
</tr>
<tr>
<td>190709</td>
<td></td>
<td>MONTE</td>
<td>0502</td>
<td>Montessori</td>
<td>MONTESSORI INFANT/TODDLER BVs</td>
<td>x</td>
</tr>
<tr>
<td>190709</td>
<td></td>
<td>MONTE</td>
<td>0504</td>
<td>Montessori</td>
<td>MONTESSORI EARLY CHILDHOOD BVs</td>
<td>x</td>
</tr>
<tr>
<td>440701</td>
<td></td>
<td>FAMVC</td>
<td>0860</td>
<td>Human Svs: Family Violence Cnslg</td>
<td>FAMILY VIOLENCE COUNSELING VS</td>
<td>x</td>
</tr>
<tr>
<td>440701</td>
<td></td>
<td>HUMSV</td>
<td>0742</td>
<td>Human Svs: General</td>
<td>HUMAN SERVICES AAS</td>
<td>x</td>
</tr>
<tr>
<td>511501</td>
<td></td>
<td>MENSC</td>
<td>0765</td>
<td>Human Svs: Substance Abuse Cnslg</td>
<td>HUMAN SER/SUBSTANCE ABUSE COUNSELING VS</td>
<td>x</td>
</tr>
<tr>
<td>511502</td>
<td></td>
<td>MENHE</td>
<td>0864</td>
<td>Human Svs: General</td>
<td>HUMAN SERVICES GENERALIST VS</td>
<td>x</td>
</tr>
<tr>
<td>220302</td>
<td></td>
<td>PARAL</td>
<td>0733</td>
<td>Paralegal</td>
<td>PARALEgal AAS</td>
<td></td>
</tr>
<tr>
<td>220302</td>
<td></td>
<td>PARAL</td>
<td>0835</td>
<td>Paralegal</td>
<td>PARALEgal BVs</td>
<td>x</td>
</tr>
<tr>
<td>220302</td>
<td></td>
<td>PARAL</td>
<td>0836</td>
<td>Paralegal</td>
<td>NURSE-LEGAL CONSULTANT BVs</td>
<td>x</td>
</tr>
<tr>
<td>310501</td>
<td></td>
<td>HWMMT</td>
<td>0109</td>
<td>Health and Wellness</td>
<td>HEALTH AND WELLNESS MANAGEMENT-AAS</td>
<td>x</td>
</tr>
<tr>
<td>310507</td>
<td></td>
<td>GFITP</td>
<td>0513</td>
<td>Health and Wellness</td>
<td>GROUP FITNESS PROFESSIONAL</td>
<td>x</td>
</tr>
<tr>
<td>CIP</td>
<td>Newly Revised CIP</td>
<td>Curriculum Code</td>
<td>Deg. Type</td>
<td>ECC Program</td>
<td>TITLE</td>
<td>2015</td>
</tr>
<tr>
<td>------</td>
<td>-------------------</td>
<td>-----------------</td>
<td>-----------</td>
<td>-------------</td>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td>410101</td>
<td>HISTA 0809</td>
<td>3</td>
<td>Histotechnology</td>
<td>HISTOTECHNOLOGY AAS</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>410101</td>
<td>HISTV 0809</td>
<td>20</td>
<td>Histotechnology</td>
<td>HISTOTECHNOLOGY VS</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>430107</td>
<td>CJLAW 0109</td>
<td>20</td>
<td>Criminal Justice</td>
<td>CRJ LAW ENFORCEMENT CERTIFICATE VS</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>430107</td>
<td>CRIMJ 0892</td>
<td>3</td>
<td>Criminal Justice</td>
<td>CRIMINAL JUSTICE AAS</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>430199</td>
<td>PSCOM 0996</td>
<td>20</td>
<td>Public Safety Communications</td>
<td>PUBLIC SAFETY COMMUNICATIONS VS</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>430199</td>
<td>PSCOM 0997</td>
<td>30</td>
<td>Public Safety Communications</td>
<td>PUBLIC SAFETY COMMUNICATIONS AAS</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>430203</td>
<td>FIRSC 0857</td>
<td>30</td>
<td>Fire Science</td>
<td>FIRE OFFICER I BVS</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>430203</td>
<td>FIRSC 0732</td>
<td>3</td>
<td>Fire Science</td>
<td>FIRE SCIENCE &amp; SAFETY AAS</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>430203</td>
<td>FIRSC 0858</td>
<td>20</td>
<td>Fire Science</td>
<td>FIRE SCIENCE &amp; SAFETY VS</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>430203</td>
<td>FIRSC 0860</td>
<td>30</td>
<td>Fire Science</td>
<td>FIRE SCIENCE BVS</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>510810</td>
<td>FIRSC 0861</td>
<td>30</td>
<td>Fire Science</td>
<td>EMS BVS (EMT-B)</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>470201</td>
<td>ENVCS 0790</td>
<td>3</td>
<td>Environmental Control Systems</td>
<td>ENERGY MANAGEMENT AAS</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>470201</td>
<td>ENVCS 0796</td>
<td>20</td>
<td>Environmental Control Systems</td>
<td>ENERGY MANAGEMENT VS</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>470201</td>
<td>EVCSA 0511</td>
<td>3</td>
<td>Environmental Control Systems</td>
<td>ENERGY MANAGEMENT-RENEWABLE ENERGY AAS</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>470201</td>
<td>EVCSB 0511</td>
<td>30</td>
<td>Environmental Control Systems</td>
<td>RENEWABLE ENERGY BVS</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>470201</td>
<td>HEACR 0102</td>
<td>30</td>
<td>Heating, Ventilation and Air</td>
<td>HEATING AC &amp; REFRIGERATION LEVEL I BVS</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>470201</td>
<td>HEACR 0760</td>
<td>3</td>
<td>Heating, Ventilation and Air</td>
<td>HEATING/AIR CONDITIONING/REFRIGERATION AAS</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>470201</td>
<td>HEACR 0887</td>
<td>20</td>
<td>Heating, Ventilation and Air</td>
<td>HEATING AC &amp; REFRIGERATION LEVEL III VS</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>470201</td>
<td>HEACR 0891</td>
<td>30</td>
<td>Heating, Ventilation and Air</td>
<td>HEATING AC &amp; REFRIGERATION LEVEL II BVS</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>480506</td>
<td>HEACR 0895</td>
<td>20</td>
<td>Heating, Ventilation and Air</td>
<td>SHEET METAL MECHANICS VS</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>470303</td>
<td>ISTAE 0805</td>
<td>30</td>
<td>IST/Maintenance Technology</td>
<td>AUTOMATED ELECTRONIC SYSTEMS BVS</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>470303</td>
<td>ISTES 0805</td>
<td>30</td>
<td>IST/Maintenance Technology</td>
<td>ELECTRICAL SYSTEMS BVS</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>470303</td>
<td>ISTMS 0805</td>
<td>30</td>
<td>IST/Maintenance Technology</td>
<td>MECHANICAL SYSTEMS BVS</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>470303</td>
<td>ISTMT 0805</td>
<td>3</td>
<td>IST/Maintenance Technology</td>
<td>IST/MAINTENANCE TECHNOLOGY AAS</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>470604</td>
<td>AUTST 0512</td>
<td>30</td>
<td>Automotive</td>
<td>AUTO HEATING &amp; AIR CONDITIONING-BVS</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>470604</td>
<td>AUTST 0735</td>
<td>3</td>
<td>Automotive</td>
<td>AUTOMOTIVE SERVICE TECHNOLOGY AAS</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>470604</td>
<td>AUTST 0760</td>
<td>30</td>
<td>Automotive</td>
<td>BRAKE AND SUSPENSION SPECIALIST BVS</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>470604</td>
<td>AUTST 0763</td>
<td>30</td>
<td>Automotive</td>
<td>AUTOMOTIVE ELECTRICAL SPECIALIST BVS</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>CIP</td>
<td>Newly Revised CIP</td>
<td>Curriculum Code</td>
<td>Deg. Type</td>
<td>ECC Program</td>
<td>TITLE</td>
<td>2015</td>
</tr>
<tr>
<td>------</td>
<td>------------------</td>
<td>-----------------</td>
<td>-----------</td>
<td>----------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>470604</td>
<td></td>
<td>AUTST 0766</td>
<td>30</td>
<td>Automotive</td>
<td>ENGINE MECHANICAL REPAIR SPECIALIST BVS</td>
<td>x</td>
</tr>
<tr>
<td>470604</td>
<td></td>
<td>AUTST 0769</td>
<td>30</td>
<td>Automotive</td>
<td>ENGINE PERFORMANCE SPECIALIST BVS</td>
<td></td>
</tr>
<tr>
<td>470604</td>
<td></td>
<td>AUTST 0772</td>
<td>30</td>
<td>Automotive</td>
<td>TRANSMISSION &amp; DRIVETRAIN SPECIALIST BVS</td>
<td></td>
</tr>
<tr>
<td>480508</td>
<td></td>
<td>WELDG 0877</td>
<td>30</td>
<td>Welding</td>
<td>ARC WELDING BVS</td>
<td></td>
</tr>
<tr>
<td>480508</td>
<td></td>
<td>WELDG 0878</td>
<td>30</td>
<td>Welding</td>
<td>MIG WELDING BVS</td>
<td></td>
</tr>
<tr>
<td>480508</td>
<td></td>
<td>WELDG 0880</td>
<td>30</td>
<td>Welding</td>
<td>WELDING BVS</td>
<td></td>
</tr>
<tr>
<td>480508</td>
<td></td>
<td>WELDG 0885</td>
<td>20</td>
<td>Welding</td>
<td>WELDING VS</td>
<td></td>
</tr>
<tr>
<td>480508</td>
<td></td>
<td>WELFA 0889</td>
<td>3</td>
<td>Welding</td>
<td>WELDING FABRICATION TECHNOLOGY AAS</td>
<td></td>
</tr>
<tr>
<td>490205</td>
<td></td>
<td>TRUCK 0712</td>
<td>30</td>
<td>Truck Driving</td>
<td>TRUCK DRIVING BVS</td>
<td></td>
</tr>
<tr>
<td>490205</td>
<td></td>
<td>TRUCK 0724</td>
<td>20</td>
<td>Truck Driving</td>
<td>TRUCK DRIVING OWNER/OPERATOR VS</td>
<td></td>
</tr>
<tr>
<td>510601</td>
<td></td>
<td>DENAS 0852</td>
<td>20</td>
<td>Dental Assisting</td>
<td>CLINICAL DENTAL ASSISTING VS</td>
<td></td>
</tr>
<tr>
<td>510601</td>
<td></td>
<td>DENOA 0605</td>
<td>30</td>
<td>Dental Assisting</td>
<td>DENTAL OFFICE AIDE BVS</td>
<td></td>
</tr>
<tr>
<td>510601</td>
<td></td>
<td>DENPC 0605</td>
<td>30</td>
<td>Dental Assisting</td>
<td>PRECLINICAL DENTAL ASSISTING BVS</td>
<td></td>
</tr>
<tr>
<td>510806</td>
<td></td>
<td>PHYTA 0995</td>
<td>3</td>
<td>Physical Therapy Assistant</td>
<td>PHYSICAL THERAPIST ASSISTANT AAS</td>
<td></td>
</tr>
<tr>
<td>510904</td>
<td></td>
<td>EMPTA 0895</td>
<td>30</td>
<td>EMT-P</td>
<td>EMERGENCY MEDICAL TECH-PARAMEDIC BVS</td>
<td></td>
</tr>
<tr>
<td>510909</td>
<td></td>
<td>SURGT 0790</td>
<td>30</td>
<td>Surgical Technology</td>
<td>SURGICAL TECHNOLOGY VS</td>
<td></td>
</tr>
<tr>
<td>510911</td>
<td></td>
<td>RADIO 0108</td>
<td>3</td>
<td>Radiography</td>
<td>RADIOGRAPHY AAS</td>
<td></td>
</tr>
<tr>
<td>511004</td>
<td></td>
<td>MEDLT 0766</td>
<td>3</td>
<td>Clinical Lab Technology</td>
<td>CLINICAL LABORATORY TECHNOLOGY AAS</td>
<td></td>
</tr>
<tr>
<td>511004</td>
<td></td>
<td>MEDLT 0767</td>
<td>30</td>
<td>Clinical Lab Technology</td>
<td>CLINICAL LABORATORY ASSISTANT BVS</td>
<td></td>
</tr>
<tr>
<td>511009</td>
<td></td>
<td>PHLEB 0105</td>
<td>30</td>
<td>Clinical Lab Technology</td>
<td>PHLEBOTOMY BVS</td>
<td></td>
</tr>
<tr>
<td>513501</td>
<td></td>
<td>MASTH 0109</td>
<td>30</td>
<td>Massage Therapy</td>
<td>MASSAGE THERAPY VS</td>
<td></td>
</tr>
<tr>
<td>513801</td>
<td></td>
<td>NURSG 0108</td>
<td>30</td>
<td>Nursing</td>
<td>NCLEX-RN REMEDIAL CERTIFICATE BVS (withdrawn)</td>
<td></td>
</tr>
<tr>
<td>513801</td>
<td></td>
<td>NURSG 0720</td>
<td>3</td>
<td>Nursing</td>
<td>NURSING AAS</td>
<td></td>
</tr>
<tr>
<td>513901</td>
<td></td>
<td>NURSG 0719</td>
<td>20</td>
<td>Nursing</td>
<td>PRACTICAL NURSING VS</td>
<td></td>
</tr>
<tr>
<td>513902</td>
<td></td>
<td>NURSG 0710</td>
<td>30</td>
<td>Nursing</td>
<td>BASIC NURSE ASST TRAINING PROGRAM BVS</td>
<td></td>
</tr>
<tr>
<td>520201</td>
<td></td>
<td>MIDMG 0728</td>
<td>3</td>
<td>Management</td>
<td>MANAGEMENT AAS</td>
<td></td>
</tr>
<tr>
<td>520204</td>
<td></td>
<td>MIDSA 0745</td>
<td>20</td>
<td>Management</td>
<td>SUPERVISORY &amp; ADMINISTRATIVE MANAGE. VS</td>
<td></td>
</tr>
<tr>
<td>520204</td>
<td></td>
<td>SUMGT 0866</td>
<td>30</td>
<td>Management</td>
<td>MANAGEMENT-SUPERVISORY &amp; ADM MGT BVS</td>
<td></td>
</tr>
<tr>
<td>CIP</td>
<td>Newly Revised CIP</td>
<td>Curriculum Code</td>
<td>Deg. Type</td>
<td>ECC Program</td>
<td>TITLE</td>
<td>2015</td>
</tr>
<tr>
<td>-------</td>
<td>------------------</td>
<td>-----------------</td>
<td>-----------</td>
<td>------------------------------------------</td>
<td>-----------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>520302</td>
<td></td>
<td>ACCTG 0722</td>
<td>3</td>
<td>Accounting</td>
<td>ACCOUNTING AAS</td>
<td></td>
</tr>
<tr>
<td>520302</td>
<td></td>
<td>OFACC 0879</td>
<td>20</td>
<td>Accounting</td>
<td>ACCOUNTING/OFFICE TECHNOLOGY VS</td>
<td></td>
</tr>
<tr>
<td>520407</td>
<td></td>
<td>OATMS 0751</td>
<td>30</td>
<td>Office Administration Technology</td>
<td>MICROSOFT EXCEL CERTIFICATION PREP BVS</td>
<td></td>
</tr>
<tr>
<td>520407</td>
<td></td>
<td>OATMS 0752</td>
<td>30</td>
<td>Office Administration Technology</td>
<td>MICROSOFT POWERPOINT CERT PREP BVS</td>
<td></td>
</tr>
<tr>
<td>520407</td>
<td></td>
<td>OATMS 0753</td>
<td>30</td>
<td>Office Administration Technology</td>
<td>MICROSOFT ACCESS CERTIFICATION PREP BVS</td>
<td></td>
</tr>
<tr>
<td>520407</td>
<td></td>
<td>OATMS 0750</td>
<td>30</td>
<td>Office Administration Technology</td>
<td>MICROSOFT WORD CERTIFICATION PREP BVS</td>
<td></td>
</tr>
<tr>
<td>520407</td>
<td></td>
<td>SECWP 0871</td>
<td>20</td>
<td>Office Administration Technology</td>
<td>INFORMATION PROCESSING ASSISTANT VS</td>
<td></td>
</tr>
<tr>
<td>520407</td>
<td></td>
<td>SECWP 0872</td>
<td>20</td>
<td>Office Administration Technology</td>
<td>COMPUTER OFFICE ASSISTANT BVS</td>
<td></td>
</tr>
<tr>
<td>520407</td>
<td></td>
<td>SECWP 0874</td>
<td>30</td>
<td>Office Administration Technology</td>
<td>INFORMATION PROCESSING ASSISTANT BVS</td>
<td></td>
</tr>
<tr>
<td>520407</td>
<td></td>
<td>VIRTA 0809</td>
<td>3</td>
<td>Office Administration Technology</td>
<td>OFFICE ADMIN. TECH.- VIRTUAL ASSISNT AAS</td>
<td></td>
</tr>
<tr>
<td>520407</td>
<td></td>
<td>VIRTB 0809</td>
<td>20</td>
<td>Office Administration Technology</td>
<td>VIRTUAL ASSISTANT- BVS</td>
<td></td>
</tr>
<tr>
<td>520407</td>
<td></td>
<td>VIRTB 0809</td>
<td>30</td>
<td>Office Administration Technology</td>
<td>VIRTUAL ASSISTANT - VS</td>
<td></td>
</tr>
<tr>
<td>520401</td>
<td></td>
<td>SECES 0748</td>
<td>3</td>
<td>Office Administration Technology</td>
<td>OFFICE ADMINISTRATION TECHNOLOGY AAS</td>
<td></td>
</tr>
<tr>
<td>520407</td>
<td></td>
<td>SECES 0876</td>
<td>20</td>
<td>Office Administration Technology</td>
<td>ADMINISTRATIVE OFFICE ASSISTANT VS</td>
<td></td>
</tr>
<tr>
<td>520408</td>
<td></td>
<td>SECDE 0840</td>
<td>20</td>
<td>Office Administration Technology</td>
<td>DATA ENTRY OFFICE ASSISTANT BVS</td>
<td></td>
</tr>
<tr>
<td>520407</td>
<td></td>
<td>SECao 0872</td>
<td>30</td>
<td>Office Administration Technology</td>
<td>OFFICE ASSISTANT BVS</td>
<td></td>
</tr>
<tr>
<td>510710</td>
<td></td>
<td>SECMT 0878</td>
<td>20</td>
<td>Office Administration Technology</td>
<td>MEDICAL OFFICE ASSISTANT VS</td>
<td></td>
</tr>
<tr>
<td>220301</td>
<td></td>
<td>SECLT 0877</td>
<td>20</td>
<td>Office Administration Technology</td>
<td>LEGAL OFFICE ASSISTANT VS</td>
<td></td>
</tr>
<tr>
<td>520701</td>
<td></td>
<td>ENTP 0281</td>
<td>3</td>
<td>Entrepreneurship</td>
<td>ENTREPRENEURSHIP AAS</td>
<td></td>
</tr>
<tr>
<td>520701</td>
<td></td>
<td>ENTP 0282</td>
<td>20</td>
<td>Entrepreneurship</td>
<td>ADVANCED ENTREPRENEURSHIP VS</td>
<td></td>
</tr>
<tr>
<td>520701</td>
<td></td>
<td>ENTP 0284</td>
<td>30</td>
<td>Entrepreneurship</td>
<td>INTRODUCTORY ENTREPRENEURSHIP BVS</td>
<td></td>
</tr>
<tr>
<td>520703</td>
<td></td>
<td>ENTP 0283</td>
<td>20</td>
<td>Entrepreneurship</td>
<td>INTERMEDIATE ENTREPRENEURSHIP VS</td>
<td></td>
</tr>
<tr>
<td>521401</td>
<td></td>
<td>MDMGT 0853</td>
<td>30</td>
<td>Marketing</td>
<td>MARKETING BVS</td>
<td></td>
</tr>
<tr>
<td>521401</td>
<td></td>
<td>MRKTG 0512</td>
<td>30</td>
<td>Marketing</td>
<td>CUSTOMER RELATIONSHIP MANAGEMENT-BVS</td>
<td></td>
</tr>
<tr>
<td>521401</td>
<td></td>
<td>MRKTG 0804</td>
<td>3</td>
<td>Marketing</td>
<td>MARKETING AAS</td>
<td></td>
</tr>
<tr>
<td>521803</td>
<td></td>
<td>RMDMG 0729</td>
<td>3</td>
<td>Marketing/Retail Management</td>
<td>RETAIL MANAGEMENT AAS</td>
<td></td>
</tr>
<tr>
<td>521803</td>
<td></td>
<td>RMDMG 879</td>
<td>30</td>
<td>Marketing/Retail Management</td>
<td>RETAIL MANAGEMENT BVS</td>
<td></td>
</tr>
<tr>
<td>Schedule of Academic Programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2015</td>
<td>2016</td>
<td>2017</td>
<td>2018</td>
<td>2019</td>
<td></td>
</tr>
<tr>
<td><strong>Written and Oral Communications</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journalism</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literature</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speech</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td></td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Physical and Life Sciences</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Astronomy</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geology</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Geography</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Science</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td><strong>Humanities and Fine Arts</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foreign Language</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>History</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>International Studies</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Political Science</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theater</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Social and Behavioral Sciences</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anthropology</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Student Development</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Geography</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sociology</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Schedule of Student and Academic Services

<table>
<thead>
<tr>
<th>Service</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Advising/Counseling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Admissions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Records &amp; Registration</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>International Student Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Student Life</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Disability Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Testing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Tutoring</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Career Services/Job Placement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Financial Aid</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

## Schedule of Cross-Disciplinary Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer Functions &amp; Programs</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Education</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adult Basic/Secondary Education</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>English as a Second Language</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Developmental Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Vocational Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>