Program Review Report

Elgin Community College
District 509
Elgin, IL 60123

August 2016

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SUMMARY OF PROGRAM REVIEW RESULTS

CAREER & TECH ED PROGRAM REVIEWED IN ACADEMIC YEAR 2016

Program Identification Information

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Action

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

Industrial Manufacturing Technology Program at ECC

ECC prepares students for entry-level employment in jobs such as general machinist, tool and die maker, mold maker, special machine builder, maintenance machinist, computer-aided manufacturing technician, computer numerical control (CNC) operator or programmer, set-up specialist, industrial sales, and supervision. In the industrial manufacturing degree, students learn about computer-controlled production machines
which include a variety of machine tools running on CNC programmed instructions. Students master programming skills using CNC equipment. Plus, electives in computer-aided manufacturing or traditional machine tool processes allow students to specialize or pursue concentrated study.

ECC’s machine tool degree is ideal for the student interested in a career as a tool and die maker. In addition to the technical background needed for this highly skilled and well paid trade, students take additional courses in liberal arts and sciences to broaden their academic background and prepare them for supervisory positions. Upon graduation, most students are prepared to enter the third year of a four-year tool and die apprenticeship.

IMT course work is approved by the U.S. Department of Labor Bureau of Apprenticeship Training for the supplemental instruction portion of local industry apprenticeship programs in tool and die maker, mold maker, and machinist, including CNC programming, CNC operations/setup and MasterCam software training.

**FY11 Goals for Improvement (from previous Program Review Report):**

The department has an aggressive action plan for a CIM (Computer Integrated Manufacturing) degree and certificate to augment the current curriculum. This includes developing a computer enhanced manufacturing basis for learning, and introducing students to more efficient computer driven high precision automation systems so they rely less on old hand labor skill techniques. At the same time, the department provides a broader exposure to other automation processes, enabling stronger job placement for students. The CIM degree and certificate is expected to be available by fall 2012.

**Progress toward goals:**

- CIM (Computer Integrated Manufacturing) VS and AAS were approved and added to the IMT program in 2012.
- The lab was updated with the addition of three new CNC machines, as well as new tooling.
- The program has partially converted to using more sustainable, reusable, machinable wax for projects.
- Enrollment and certificate completion has increased.

**Additional Accomplishments since FY11:**

- Successful completion of CNC Operator BVS certificate has increased significantly.
The program has been acknowledged in Northwest Quarterly http://www.northwestquarterly.com/ (Spring 2015) and Daily Herald publications with reference to our updated program and participation in the Accelerating Opportunities workforce program which helps adult education students complete a college certificate in a defined pathway within one year by participating in contextualized learning and student support services.

• Several local employers have joined the Advisory Committee.
• The program has attended High School recruiting events.
• The program has participated in Valley Industrial Association (VIA) events.
• The program has received MSSC (Manufacturing Skill Standards Certification) Certified Production Trainer (Industrial Safety) status enabling us to become a MSSC testing center (Note: ECC has not yet signed on as a testing center, as the current demand for testing is unclear).

OUTCOMES/CURRICULUM REVIEW

Learning Outcomes
Upon completion of the program, graduates will be able to:
1. Describe and demonstrate shop safety practices
2. Demonstrate proficiency with various tools and machines
3. Identify and describe the purpose and function of precision measurement systems
4. Identify and describe basic functions of precision measurement tools
5. Describe the importance of precision in manufacturing
6. Perform complex machine tool making activities commonly used in manufacturing

How Learning is Assessed
Grades are based on a combination of student performance using texts and related material, machining exercises and shop techniques, quiz, final exam, task sheets, lab projects, attendance, and shop performance. Skills are assessed usually by a portfolio of metal parts students make in classes.

Review of Current Curriculum
The program provides students with a broad spectrum of relevant manufacturing skills to enable them to find employment. It provides district employers with well trained and knowledgeable employees. The program takes care to update curriculum as technology evolves to ensure the students are prepared for cutting-edge employment.

It is a goal to update the name of the program from Industrial Manufacturing Technology
(IMT) to Computer Integrated Manufacturing (CIM). In 2012 the IMT program made major enhancements to the curriculum with the addition of the CIM VS and AAS credentials. These additions focused on computer assisted technologies; however the program also maintains a strong manual manufacturing foundation which is still a vital part of the industrial “arts”. The proposed name change would highlight the new credentials, as well as enhance program marketability, because it reflects the high-tech nature of manufacturing in the 21st century. Students appreciate “Computer” in the title which modernizes the program’s image and improves its appeal, and may enhance a student’s resume.

Curriculum is developed based on industry requests from the advisory committee. The instructional coordinator has attended third party training and certification – MSSC – which is developed with assistance from major manufacturers such as Ford, GM, Boeing, and Intel. This helps provide a modern outlook on the manufacturer’s needs.

Within the next 5 years, the industry may begin seeing the first signs of nanotechnology for material manufacturing. Material science and Nanotechnology researchers are now creating materials hundreds of times stronger than conventional metallurgical (Metals) and polymer (plastic) technologies. Companies may begin using these new materials within the next decade. It would be advantageous for ECC to consider preparing the program for future manufacturing methods which will be needed to process, cut, and mold these super strength nano-materials.

Another new area is rapid manufacturing by using metal 3D printers for process manufacturing. Currently ECC has two 3D printers: one prints using plastics, and the other prints using brittle and obsolete plaster powder (as weak as a cookie). To meet future demand, the program should consider purchasing a steel 3D laser sintering (metal powder melting) printer. They are currently about $250,000.

The annual advisory committee meetings provide guidance for our program. The last two advisory meetings fostered discussions on the addition of a nanotechnology curriculum. The committee unanimously denied the request for development, but noted it would be likely necessary within the next decade.

**Alignment to General Education Outcomes**

All of the general education outcomes are represented throughout the program’s curriculum. There is a moderate to low focus on reading and writing due to the hands on labs and lectures. Critical thinking is observed and fostered, as well as scientific literacy. There are opportunities to tie additional courses to general education outcomes. For example, some of the classes require students to complete a writing assignment (report).
This could be expanded to more classes.

**NEED**

**Labor Market Demand**
This program prepares graduates for employment as entry level technicians. This includes, but is not limited to CNC operators, Quality control/Inspectors, Machine Tool operators, Computer Aided Designers (CAD), and Computer Aided Manufacturing operators (CAM). Employment is projected to grow 14% over the next five years.

**Employer Demand**
Currently, demand is very strong, and an individual can obtain employment without a college certificate or degree. Our students are able to gain employment in a variety of manufacturing sub-categories during their time here and after graduation. Manufacturing companies are constantly seeking our students.

Graduates of the Accelerating Opportunities (AO) program’s IMT pathway received a BVS in CNC Operator and had a 90% job placement success rate. AO is a contextualized, cohort learning model that offers adult education students the opportunity to enroll in college career technology courses paired with adult education support courses in reading/writing and math and other support services to help them complete a college credential within one year and find employment.

**Enrollment**
Program enrollment has increased over the last 5 years by 49% which is opposite ECC’s overall trend of decreasing enrollment since its recession peak in 2011.
Courses with the highest enrollment are those which are core parts of multiple degrees and certificates within the program.

There is significant demand for the CNC Programming courses. Companies send their employees here to learn CNC programming using the Mastercam computer-aided manufacturing software system. The 221/222/223 sequence are advanced electives of six contact-hours each for students pursuing the CIM degree or certificate.

Remaining courses are more specialized to degree emphasis and/or are industrial electives in the IMT AAS degree. As students often leave for employment opportunities prior to degree completion, these courses tend to be lower enrolled than the introductory core courses above.
Tech prep enrollment has been staggered. The program wishes to grow and will work with the college’s director of partnerships to improve enrollment in this area.

Students enrolling in IMT courses generally follow the demographic patterns of the college, though 90% of them are male on average. Age distribution shows slight increases away from “traditional” college age in the past few years and each year there are a small handful of students over the age of 60.
Completion & Licensure

Labor demand remains strong, and an individual can obtain employment without a college certificate or degree, so retaining students through graduation can be a challenge.

There is a rapid transitional increase to CNC Operations completion and certification, and a proportional decline in Machine Tool, and Tool-and-Die BVS. This is no surprise as computer automation has become the prime mover in manufacturing. Companies send their employees to ECC for CNC programming using the Mastercam computer-aided manufacturing software system.

![Degree/Certificates Awarded in Machine Tool Emphasis, FY11 - FY15](image)

Computer Integrated Manufacturing is the newest track within the program. It is expected to become the most advanced and broad spectrum manufacturing degree/certification offered by the program.

![Degree/Certificates Awarded in CIM and IMT Emphases, FY11 - FY15](image)
ECC does not currently offer 3rd party manufacturing certifications and they are not required to find employment. This may change over the next five years, however, and options will be investigated for students. Other strong options to enhance the program for students include 3rd party manufacturing certifications such as Manufacturing Skills Standards Certification (MSSC) and NIMS (National Institute for Metalworking Skills).

**Furthering Education**
Some of the program’s students are accepted into Northern Illinois University, Illinois State, and Illinois Institute of Technology. The program is particularly proud of establishing the articulation agreement with IIT, as they will take credits from ECC’s Technical Math courses. Many students are accepted with a capstone option reducing the number of college classes needed to finish a Bachelor’s degree.

IMT course work is approved by the U.S. Department of Labor Bureau of Apprenticeship Training for the supplemental instruction portion of local industry apprenticeship programs in tool and die maker, mold maker, and machinist including CNC programming, CNC operations/setup and Mastercam software training.

**COST-EFFECTIVENESS**

**Costs and Revenue**
The program intends to explore and possibly develop online offerings which may add to cost efficiencies.

**Constraints and Additional Resource Needs**
The IMT program does not have a full-time faculty member. The current instructional coordinator of the program is full-time, but splits his course load between IMT and Computer-Aided Design. The addition of a full-time faculty would be a key component for program growth and continued success.

Other budget challenges include planning for equipment upgrades and replacements. The program is in need of an RPM printer, which costs approximately $12,000. Purchasing electronic CNC and CMM (Coordinate Measurement for quality) training units to be used to enhance the learning experience along with a training room are worth further consideration. There is a need for program development and exploration of external accreditation which will have associated costs.

**Savings for Employers**
The program provides cost-savings alternatives for employers. The cost of one Mastercam
A four day training course in the private sector generally costs between $1,200 - 2,000, whereas the program’s eight week four credit courses are closer to $600 each.

**QUALITY**

**Strengths**

Program includes courses that develop traditional machine shop skills as well as develop skills in using the latest computer assisted manufacturing techniques. The Advisory Committee is well leveraged to stay on top of local needs. While not beneficial to completion numbers, students often receive attractive employment offers with the skills acquired from the courses. Much of the coursework is project-based, which provides students a portfolio to showcase their learning and skills.

**Student Retention**

The average within-semester course retention rate for IMT classes is above 90%. This has been pretty consistent over the past five years.

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**Overall IMT Course Retention (non-w) Rate, FY11 - FY15**

- FY11: 93%
- FY12: 90%
- FY13: 94%
- FY14: 96%
- FY15: 97%

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**Course Success**

The overall course success rate for the program is in the high 80’s and on an upward trend. The 92% success rate for FY15 exceeds the college average of face-to-face courses of 72%.
The success rate in IMT-103 has increased and decreased over the past several years. This may be attributed to the fact that it is often the first IMT class a student takes and they are not prepared. Students do not realize what is involved in the class, which includes measuring and math. High school students also enroll in this course, though with the exception of one student in 2012, all enrolled tech-prep students successfully complete the course.

In addition to IMT-103, four other courses in particular are very important for students’ employability success: IMT-103: Lathe, IMT-104: Mill, IMT-107: Technical Math, IMT-110: Intro to CIM, and IMT-220: CNC Programming. These classes provide a broad spectrum of essential manufacturing skills needed for every manufacturing job. Success rates in other classes have remained quite steady over the past five years.
Success Strategies

A copy of the class expectations and policies is given to every student starting the first day and is available through D2L for those instructors who use it. Program faculty have created a library of training guides, instructional videos, and models online and work to ensure students are aware of the resources available to them.

The faculty also continue to encourage students to seek help if needed. The department has access to a Perkins funded retention specialist to help in this regard. A common factor is that students who apply themselves are successful. Additionally, faculty continue to stress the importance of the ‘soft skills’ for employability. Students are encouraged to become independent problem-solvers who can also work as part of a team.

The program created the STREAM project and Vertanux1 which gives students 24/7 access to resources and lecture videos that can help with understanding the complex processes of course content and project requirements. Continual development and improvement of these resources will be a central focus over the next five years.

- **STREAM -** (Student Recognizable Educational Access Media) was a project to encourage internal Computer Integrated Manufacturing curriculum development, with the intent to reduce the expense to students for instructional materials, while providing an enhanced, media based, progressive model of instruction. This included researching the latest technologies for educational content delivery, developing curriculum, electronic format training guides, an instructional video library, and making that media available online for resident students.

- **Vertanux1 -** (Virtual Educational Resource Technology Academic Non-modal Utility), was established as an unrestricted, single source, educational media outlet, where all training media is deployed online, making it available to resident and international students free of charge. The Vertanux1 online resource is now home
to over 185 CAD/CAE/CAM instructional videos, and nine training guides. Vertanux training materials are now accessed by over 90,000 students per month from every UN recognized country around the world.

Because of the project/portfolio nature of student work in the program, assessment and feedback can be a challenge and not as simple as grading exams with binary right and wrong answers. Program faculty will explore honing grading methods to enable a more practical and straightforward way to assess student competency in the field.

Alternative Modalities
We offer some courses via distance learning such as the mold theory but only as independent study due to its highly focused subject matter. Other courses are waiting for dean approval for transition to hybrid and/or online methods. Many of the courses are lab-based and they require equipment and or machinery to complete, necessitating the face-to-face format. Faculty have developed enhancements within D2L for these.

Collaborative Relationships
The program maintains a relationship between ECC and local high schools through the tech prep program. Faculty attend tech prep night and college night and encourage the high schools to tour program facilities.

Innovations
Faculty have created the Vertanux web page, an iPhone/Android app, and YouTube channel containing course materials for our students.

Student Satisfaction and Engagement
The program needs to gather data in this area. After attending, students realize that manufacturing technology is very broad. Many times students discover a talent for one or more areas and focus on those areas (example being, quality control, or CAD/CAM). 17 former students responded to the Career-Technical Follow-up Survey during the years prior to this review. Over 85% express satisfaction with program content, instruction and facilities. An area for improvement may be on assisting students navigate the employment opportunities available to them. In the comments, one respondent mentioned frustration with job listings requiring three or more years of work experience.

Advisory Committee and Employer Satisfaction Feedback
In advisory committee meetings there have been discussions regarding students that employers hired from ECC, and generally the comments were positive. However, some
comments surfaced indicating there is room for improvement. In particular, companies want to see more advanced CNC programming knowledge from emerging students. The CIM certificate and degree implemented in 2012 is one curricular strategy to address this concern.

**PLANNED IMPROVEMENTS/GOALS**

**Next Year**

- Change the program name to Computer Integrated Manufacturing (CIM).
- Transition courses to hybrid and/or online delivery:
  - IMT 110 Introduction to CIM (Online)
  - IMT 212 Metallurgy (Online)
  - IMT 209 Mold Theory (Online)
  - IMT 112 Metrology - Study of Measure (Hybrid)
- Revise IMT-112: Metrology – The Study of Measurement to focus more on quality.

**Next Five Years**

- Transition five courses to true Independent Study format to help students complete unique advanced trade courses required for Department of Labor journeyman certifications:
  - IMT-208: Basic Die Theory
  - IMT-209: Basic Mold Theory
  - IMT-214: Jig and Fixture Theory
  - IMT-204 Industrial Manufacturing Tech. V
- Continue development & improvement of online resources for students
- Explore additional methods of assessing student skill and learning
- Investigate adding a nanotechnology (emerging technology) course
- Investigate adding a rapid manufacturing course using 3D metal printing technology
- Explore credentialing opportunities in NIMS and MSSC
- Add a full-time instructor

**Support Needed to Accomplish Planned Improvements**

- Financial support is required to hire a full-time faculty member.
- The program will also need to investigate ways to secure funding for nanotechnology equipment (approximately $80 to $250k) as well as $250k for a metal 3D printer for rapid manufacturing.
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?
Currently, the Industrial Manufacturing Technology program does not have a formal Program of Study document for area high schools. However, high school students may enroll in four IMT courses (IMT-103, IMT-104, IMT-108 and IMT-109) as part of the tech-prep dual credit program. These are foundational manufacturing courses which dovetail into several certificates and degrees within the program.

b) Does the program include academic & CTE content in a coordinated, non-duplicative progression of courses?
Yes. Program courses are sequenced appropriately and incorporate related content from other departments, such as Computer Aided Design and integrated Systems Technology. The AAS degree math requirement is satisfied with the IMT-107 and IMT-111 technical math courses with are cross-listed within IMT.

c) Does the program offer the opportunity for secondary students to acquire postsecondary credits (dual credit)?
Yes. The program offers tech-prep courses providing secondary students the opportunity to earn 17 college credits while in high school. The program has current agreements with several high schools in the district to award articulated credit for IMT-103 and IMT-104 upon matriculation to ECC, as well as CAD-208 and WEL-101 which are elements of several certificates and degrees in the program.

d) Does the program lead to an industry-recognized credential or certificate at the postsecondary level, an Associate’s degree or Baccalaureate degree?
Yes. The program offers two basic vocational certificates, three vocational certificates and three associate’s degrees. There also are articulation agreements with several universities (Northern Illinois University, Illinois State University, Illinois Institute of Technology, and Southern Illinois University). Further, NIMS and MSSC credentialing would offer additional benefits to students should the college pursue the opportunities.
Since 1988, ECC has maintained a relationship with Seton Montessori Institute in Clarendon Hills, IL to coordinate the offering of courses and vocational certificates for their students seeking specialized training. The institute maintains the following accreditations:

- C-3 DCFS, NAEYC, Montessori
- 3-6 NAEYC, Montessori
- Elementary Education Montessori

Moreover, Seton’s teacher education courses (Infant Toddler, Early Childhood and Elementary levels) are all accredited by Montessori Accreditation Council for Teacher Education (MACTE). MACTE accreditation has been important factor in states where Montessori teacher credentials have gained recognition as being equivalent with state certifications since MACTE is recognized by United States Department of Education as an
accrediting agency (see www.macte.org for more details).

During the last academic year of this review period, the program coordinator, associate dean, and assistant vice president all worked with the director of academics at Seton Montessori Institute to strengthen the vocational certificates by better aligning it with the MACTE standards, as well as to ensure the partnership continued to meet college protocols and compliance standards for such third party agreements.

In fall 2015, Elgin Community College completed its 10-year accreditation review visit with the Higher Learning Commission. At this time, the HLC informed the college that this partnership does not meet their newly revised expectations for third party arrangements. The revised expectations are increasingly stringent to ensure instruction is primarily provided by the institution granting the credential. In the case of this collaboration, Seton faculty were providing 100% of the instruction. Given the small number of Early Childhood Education faculty on staff at ECC and their lack of expertise in Montessori, the college has determined it is best to end this partnership. As a result, the MEC courses were withdrawn from the program in December 2015.
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☐ Placed on inactive status
☐ Scheduled for further review
☐ Other, please specify:

Introduction to the Human Services Early Childhood Education Program at ECC

ECC’s early childhood education program prepares students to work as child care workers or as child care directors. The AAS is approved for the Gateways for Illinois Director Credential (IDC) Level 1 and the ECE Credential Levels 2-4. This means the college is authorized to offer the courses approved by Gateways of Illinois within the degree and to certify students who have met all requirements of the IDC Level 1 and ECE Levels 2-4. The credential recognizes colleges that are operating at a high level of quality in establishing a high standard of professionalism in the field. Graduates are prepared to work as directors, teachers and assistants in child care facilities, paraprofessionals in the school districts, and
as Head Start workers.

**FY11 Goals for Improvement (from previous Program Review Report):**

- The program will continue to evaluate based on the National Association for the Education of Young Children accreditation self-study and the Illinois Gateways Credentialing program. These outline best practices for the field.
- Course sequencing and outcomes will be updated as needed to meet these standards.
- A rotation of course assessments will be implemented.
- The department is working to add more emphasis on diversity and technology. Ideas include developing more diverse case studies for use in classes, and continuing to promote use of technology by students.
- Attention will be given to pedagogical improvements for online instructional delivery.
- The estimate to have these actions in place is two years.

**Progress made towards these goals from FY11:**

- ECE program continues to use the National Association for the Education of Young Children best practices for higher education programs as its guide.
- Program has increased Illinois Gateways Credentialing to included Levels 2-4, in addition to the Illinois Director Level 1.
- Case studies and books using more emphasis on diversity have been included in class presentations.
- Students use the D2L course management system in several classes.
- Online ECE 102 has been redesigned due to a new textbook adoption.
- Align ECE courses to the Illinois Gateways Credential core standards (ECE-100 and ECE-174 completed; ECE-102, ECE-124 and ECE-220 in progress).
- A new course, HUS 200 Pre-Field Experience, has been created to better prepare students for their field experience requirements.

**Additional Accomplishments since FY11:**

- Faculty/Instructional Coordinator Dawn Munson completed her Ed.D. in Adult & Higher Education in May 2014.
- Dr. Dawn Munson nominated for YWCA Leadership award in education, May 2014
- ECE class scheduling has been revised to allow students to complete requirements more quickly.
- Adapted existing classroom to serve as primary classroom and lab for ECE and EDN (Education) students. Classroom now includes four computers for student use as well
as supplies for class-related projects. The lab is available for student use approximately 10 hours per week.

**HUMAN SERVICES EARLY CHILDHOOD EDUCATION PROGRAM OBJECTIVES**

**Program Outcomes**
The current set of program-level outcomes was created for ECE while it was aligned under the Human Services umbrella. In practice, only the specialized outcomes numbered 5 and 6 below are directly related to the goals of the curriculum.

Upon completion of the program, graduates will be able to:

1. Demonstrate knowledge and theory of the interaction of human systems including: individual, interpersonal, group, family, organizational, community, and societal.
2. Develop knowledge and skill development in systematic analysis of service needs; planning appropriate strategies, services, and implementation; and evaluation of outcomes.
3. Incorporate human service values and attitudes and promote understanding of human service ethics and their application in practice.
4. Develop awareness of the students’ own values, personalities, reaction patterns, interpersonal styles, and limitations.
5. **Demonstrate knowledge of young children’s development to create learning environments that are appropriate for all children.**
6. **Design, implement and evaluate experiences that promote positive development and learning for all children.**

Much discussion was had over the program outcomes for early childhood education and where it fits in the larger education framework. Due to the long history of the human services program, there is a connection to this area of the college and its development. However, as the state of Illinois is making changes to more closely align teacher preparation programs, the ECE faculty feels it may be time to reconsider its organization within the college. It is possible that the best fit would be with the education department within the division. A stronger link between education and early childhood education would benefit the college and the students, and align to state-wide alignment efforts. As Early Childhood Education moves internally to align more closely with Education, the outcomes will be replaced.

**Demonstrated Outcome Achievement**
The early childhood education’s priorities are to make sure that students are ready and highly qualified to work in the field when they graduate. This is infused into our course level outcomes and lesson plans which leads to student success and retention. This readiness is best measured during the capstone field experience and seminar. A best practice used in the program is active learning. Students are asked to do the activities in class that they will be doing in the field and on the job. As an example, in one course students are asked to design a playground based on current safety standards in the discipline.

Review of Current Curriculum & Outcomes

Last year, the Human Services program went through major curriculum changes. This included requiring all students in any Human Services program take four core courses: HUS 110, HUS 205, HUS 200 and HUS 102. These core courses tie the specializations together as a Human Services “program” by allowing students to look at the whole family system. In addition to ECE, this includes Substance Abuse Counseling, Family Violence Counseling and Human Services Generalist. However, it is becoming apparent that the early childhood curriculum needs more specific training and has less in common with these other disciplines.

The ECE foundation courses were revised fall 2015 to align to the Gateways to Opportunity (http://www.ilgateways.com/) standards, which is in the process of governing the training and credentialing of teachers as professionals. This will also allow students an easier transition to 4-year college programs, as it is a statewide initiative to increase stackability in early childhood education.

The current course sequence listed in the college catalog now needs revision. Students comment that they do not clearly understand the pathway. Faculty have firm ideas of how to begin, though they would like to find more time to work together on the curriculum. Opportunities to do so are difficult due to teaching schedules, adjunct work commitments and committee work. To help reinforce ideal sequencing, ECE-102 and ECE-174, foundation courses, should become prerequisites for some of the advanced 200-level courses.

Another curriculum change just completed was to separate ECE-204: The Exceptional Individual from EDN-204. The course has been cross-listed with the education department for many years; however, ECE faculty felt different course outcomes would better prepare the early childhood students. This stand-alone course has been approved by the college’s curriculum committee and will be offered in the fall 2016 semester. Its new format will focus specifically on the needs of children ages 0 – 8.
Lastly, the faculty would like to reduce the number of electives in the program – there currently are eight. This would allow students the opportunity to take more diverse electives in program. An easy possibility is to combine two classes into an Activities I class: ECE-122: Creative Art Activities and ECE-120: Music & Movement could be a natural fit without sacrificing content.

**General Education**

Each of the college’s general education outcomes is represented through the course curriculum. Each course contributes to one or more of the outcomes. The strongest connections thus far are noted for Reading and Critical Thinking.

As part of the general education core for the AAS degree, the program proscribes certain social/behavioral science courses to complement the ECE curriculum. Students may choose between Introduction to Psychology, Principles of Sociology or Marriage and Family.

**NEED**

The demand for the program has increased in the last five years as those working in the field need to take courses to maintain their DCFS qualifications. In the next five years, students will need to take 10-18 hours to meet the new DCFS qualifications. This will hopefully increase program enrollment. There currently is space to accommodate more students and the program is actively searching for another adjunct to take on additional sections.

**Enrollment**

Early Childhood Education seats have increased by 29% in the last five years. The program was minimally impacted by the college’s growth during the recession, which peaked in Spring 2011 and has since tapered. Rather, ECE growth has really taken off over the past three years.
As mentioned, ECE students enroll in four core Human Services courses (HUS-110/102/200/205). An additional five topical ECE courses are required for both the degree and certificate. Their enrollment is displayed below.

Notable increases include the Intro and Growth/Development courses (ECE-102, 174) which have grown in their online sections. Additionally for ECE-174, it is not offered at night and there has been a reduction in the tech-prep enrollment. The recent growth in ECE-220: Child, Family and Community is the result of it now being offered regularly in the spring semester. It was once offered over the summer in 2004 so students could graduate.

Students pursuing the AAS degree take additional ECE required courses.
ECE-124: Curriculum Planning for the Young Child averages under 20 students and has decreased. This may be related to the drop in tech-prep numbers and lack of an evening section. ECE-204: Exceptional Individual has strong enrollment, and this is another course where the online section is fueling the growth. In FY17 this course has been uncoupled from the Education department (cross-listed with EDN-204) and is now ECE-224: Exceptional Young Children.

Students must also choose between available electives according to their interest.

Of note, ECE 114: Infant Toddler Care has been offered again after a long hiatus as the new adjunct has expertise in this area. ECE 205: Behavior Management (now offered as HSG-223) has increased as scheduling has changed to alternate offering this course in the Spring at night and during the day in the Fall. As mentioned above, the desire to consolidate the array of electives will help concentrate enrollment and provide more clear pathways for students to follow while still allowing for choice.
ONLINE ENROLLMENT
The proportion of ECE total enrollment in online sections is holding at about one-third of all seats.

However, the number of seats enrolled in online sections is increasing within a subset of courses, serving a need for the students. Four courses are offered in modalities other than face-to-face (Intro, Growth/Development, Rules/Regulations, and Exceptional Child). In each case, the online sections are more popular.

TECH-PREP ENROLLMENT
The college has agreements with all four district high schools’ early childhood education
programs. The number of tech-prep high school students enrolled is down significantly across the courses offered, which currently include ECE-100, ECE-102, ECE-124 and ECE-174. At its peak, two sections of each course ran to meet the need. Now only one section is offered. In spring 2016, the advisory board membership is expanding to include the high school early childhood education faculty to explore how this partnership can be strengthened to meet the needs of the feeder districts. The program will also collaborate with ECC’s High School Partnerships staff.

![ECE Tech Prep Seatcount Enrollment, FY11 - FY15](image)

**Completions**
Over the last five years, the number of students completing the AAS degree has averaged 8 per year with a little jump in 2013. The number of vocational specialist completers in ECE has increased over its previous dip.

![ECE Awards Granted, FY11 - FY15](image)

**Placement/Employment**
The program faculty expect a steady hold on numbers in this program. It is expected that there will be an increase in the number of jobs available in this area. District U-46 is opening many early childhood slots in the next year and the Department of Children and Family Services is increasing the credit requirement for Directors in child care centers. The
program is already enrolling these students returning to school to meet the requirements.

The CTE graduate follow-up survey shows that 81% of ECE graduates have employment in the field, all with local child care centers. Many of them are now serving as mentors for the current early childhood education students. Of those employed, 94% reported feeling ‘very satisfied’ (50%) or ‘somewhat satisfied’ (44%) with their current job.

Early childhood education wages vary. An assistant can expect to make between $9-$12 dollars an hour depending on the agency. A teacher can plan to make between $12-$15 dollars an hour. The salary and wage depends on their degree, experience and qualifications.

19% of survey respondents report being further enrolled in college. The program maintains articulation agreements with Columbia College and National Louis. This is an opportunity to explore once the curriculum revisions to align with the Gateways credential are complete.

**COST-EFFECTIVENESS**

Program expenditures have remained relatively constant in the last five years. Program revenues have increased due to increased tuition charges and relatively stable program enrollment trends. The program has decreased expenses for instructional supplies and printing. In the last five years, supplies have been added for students within the ECE classroom to assist them in completing class projects. The classroom is also a lab which is equipped with four computers, a printer, and a laminator so students have the equipment they need to be successful.

Travel expenses (in- and out-of-state) will continue to be needed in order to keep program faculty current with trends in their fields as well as their accrediting agencies. Prior to FY13, the program faculty largely did not travel; however, recent accreditation reports remind us of this important professional development need. This will need to be mitigated with the college’s current travel freeze.

An additional adjunct will need to be hired as soon as possible to replace an adjunct that left in December 2015. Monies to pay adjuncts for meetings to plan and discuss programmatic issues would be helpful.

Should a collaboration between ECE and the college’s Early Childhood Lab School proceed, there may be budgetary impacts. Specifically such a collaboration would require the full-time ECE instructor be freed of more teaching hours to oversee the Lab School. This would
involve instructing the lab school child care teachers how to mentor the field experience students. The full time ECE instructor would need to be involved in training, observations, and working directly with the child care workers and field experience students.

**QUALITY**

**Strengths**
The early childhood department priorities are to make sure that students are ready and highly qualified to work in the field when they graduate. This is infused into our course-level outcomes and lesson plans which leads to student success and retention. Faculty use early childhood best practices in their teaching. Various learning styles are addressed and instruction meets students at their current level of knowledge.

**Student Retention Rates**
There is little change in our retention rates over the years; one course here or there will have an issue. A need for consistency among full time and adjunct teaching strategies and assignments may assist the program to maintain strong retention. The rate hovers and recently exceeds the college’s overall average rate of 88%.

![ECE Course Retention Rate (non-W), FY11 - FY15](image)

**Student Success Rates**
More important to the program are the success rates, which have increased overall in recent years and exceed the college’s average of 71%. Students in this program have fostered strong connections with one another and their faculty which attributes to these high rates.
Success rates are stronger in the face-to-face sections than the online sections of ECE-102, ECE-174, ECE-203, and ECE-204. Overall course success for online sections is 60% for the college, so these rates are not out of the ordinary. For FY15, the lowest performing were online sections of ECE-102. This is largely attributed to a mandatory paper students need to prepare.

Given the enrollment growth in the online sections, the modality is filling a need; however, not all ECE students have access to computers nor do they have time to come to a computer lab to do their work. Many students do their homework during nap time at their full time jobs. Also, many students do not understand how the D2L system works and training them can take up too much class time. Faculty will continue to monitor the outcomes for online sections to ensure acceptable levels of success, which have been increasing.

The graph below illustrates success rates for the courses included in the first two semesters of the program, as outlined in the college catalog. This sub-set of courses can be considered...
critical, as it is known from ECC’s student success analyses that students who successfully complete their first 10 and 20 credit hours results in the increased likelihood of program completion. Success in ECE-100: Health, Safety, Nutrition/Young Child, ECE-174: Child Growth & Development (face-to-face) and ECE-220: Child, Family & Community are very high.

Only about half of students in ECE-102: Intro to Early Childhood Education are successful, which is largely attributed to a mandatory paper students need to prepare. Students are reminded on a regular basis that this assignment is due. Students are also directed to The Write Place for help with this paper. The instructor gives students ideas as to where they can observe, yet in the end, it is the student who must do the work.

As shown below, the tech-prep students are generally more successful than their college counterparts. This is for the face-to-face sections of the four courses participating in the tech-prep program: ECE-100, ECE-102, ECE-124 and ECE-174. It is important to keep in mind that the high-school enrollment is small, averaging less than 12 students per year, and in FY15 there were only four.
These students are doing better because they must meet minimum competency requirements to participate in the program, even though these courses do not carry such pre-requisites. Therefore, it is expected that the college-student population will have a mix of under-prepared students.

**Success Rates – Program Level**

Institutional Research has begun preparing a new success analysis based on cohorts of entering students by program, following progress over a number of years. The following data and analysis was derived based on new, incoming students who declared the ECE program on their application for admission to the college (source: Program Review Pivot Tables, Tab 6). Although student decisions about programs of study often change over time, this provides some useful trends that illustrate patterns completion, transfer or continued enrollment.

Approximately 25 new students identify as Early Childhood Education majors upon application to the college in a given year. The number of students indicating the Vocational certificate is small, so it will be excluded from the table. 4 or less students in each cohort complete the degree within three years. Most ECE students are part-time with full-time positions in child care. They are working to get Director qualified. Roughly another quarter to half of students transfer. Students transfer equally to two-year and four-year institutions. Students move frequently and may have to transfer due to their address. About one-quarter remain enrolled three years following their initial entry.
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<td>4</td>
<td>16%</td>
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A goal of the recent curriculum redesign and other ongoing efforts are to clarify and streamline the pathway for credential-seeking students. This analysis will be helpful to monitor for improvements in the upcoming years.

**Course Assessment**

Within the past review period, four courses have undergone course-level assessment: ECE-100, ECE-124, ECE-203 and ECE-205. At the course level, it is most critical to know that students are ready to move on to the next level of career preparation. Results have shown that students do best when given project-based tasks or essay exams as assessment. Faculty rely on such “authentic” measures rather than standardized tests. To best allow students to demonstrate the knowledge and skills they have developed over a semester, faculty have changed to projects such as child case studies, essay exams, development of child care center proposals, portfolios, etc. The biggest challenge is having just one full-time faculty member who teaches the majority of classes in the program so efforts have been concentrated in the higher enrolled courses. Hiring additional adjuncts will help to further assess more courses throughout the program. Additional administrative support in the division is now also available to assist with development of course assessment plans and assistance to ensure plans are completed. It is also hoped that this process can ensure better consistency of outcomes in courses taught by more than one person.

**Student Success Strategies and Improvements**

The department’s level of conversation is a challenge in itself given just one full-time faculty member and one adjunct, and currently happens when the adjunct (who works in the field running a child care center) is available for conversation. More discussion on strategies to help students succeed would be beneficial, and payment for adjuncts to meet regarding these issues would be helpful. It is a goal to identify a regular time once a month for the program faculty to meet.
Student Satisfaction and Engagement

The CTE Early Childhood survey says program students, “were either ‘satisfied’ or ‘very satisfied’ with the equipment and materials that were used in class (100%), the labs/lecture experiences (95%), content of the courses (95%), the preparation for further education (91%), the level of job prep within their program (90%), and the information that they received on current employment (79%). While this rating is lower, it averages 75% for all program graduates.” When leaving the ECE program, most students are employed.

Advisory Committee and Employer Feedback

The ECE advisory committee is in the process of being re-formed due to retirements of many child care directors in the community. The committee will be expanded to include early childhood education program high school faculty. Feedback received from field sites indicates that the ECE students are indeed ready for employment in the field. Often, sites contact program faculty to notify them of job openings and request applicants. These opportunities are shared with the students.

Alternative Modalities and Scheduling

The current mix of sections offered by modality does not meet student need. The program would like to expand the available seats for distance learning, however, there is only one full-time faculty who currently teaches 50% of her load online (3 online courses and 3 face-to-face). Due to new rules, the one current adjunct can only teach two courses each semester. There is a search for additional qualified instructors who can teach in both modalities.

Additional faculty would also aid the desire to offer classes in rotating day/evening and fall/spring schedules so students can progress in a timely fashion and stay on track for graduation. Students have also expressed interest in a cohort model which would more clearly prescribe which courses are offered in which term.

Collaborative Relationships

- Created a Bridge to Early Childhood Education course with Adult Education which helps ELL learners’ transition to college courses (ECE-102).
- Began discussions with the ECC Lab School (child care center) to strengthen internal collaboration related to childcare initiatives.
- Strengthening partnerships with the Education program through the use of shared space and resources as well as collaborative scheduling to better meet ECE-EDN student needs.

Additionally, head faculty Dr. Munson serves in the following community and state collaborations:
• Board Chair of Two Rivers Head Start Agency (serves 5 counties and over 800 children)
• Alignment 4 Education (Early Childhood Education A-Team)
• EPEL (Early Partnership for Early Learning)
• Member of the Illinois Board of Higher Education Faculty Advisory Council

Representing the ECE program, she belongs to the following organizations:
• NAEYC (National Association for the Education of Young Children); NOTE: Local chapter, Fox Valley AEYC, also allows students members
• NOHS (National Organization for Human Services)
• Gateways to Opportunity
• Kappa Delta Pi (International Honor Society in Education)

Each of these organizations provides perspectives on the field of early childhood education. These help strengthen the program by keeping the faculty informed and engaged in best teaching practices and trends in the discipline.

PLANNED IMPROVEMENTS/GOALS

Next Year
• Begin regular course assessment according to established chart
• ECE-102 contextualized instruction for reading pilot with RDG faculty
• Expand advisory committee to included early childhood education program high school faculty
• Revise curriculum to meet Gateways for Illinois credentialing standards
• Reduce number of electives in program offerings
• Hire additional adjunct for ECE
• Meet once monthly with ECE faculty
• Submit request to establish new department for Early Childhood Education (split out from Human Services)

Next Five Years
• Explore ways to strengthen dual credit/tech prep partnerships with high schools
• Add prerequisites for some 200-level courses based on curriculum revision
• Explore further articulation agreements with four year colleges
• Continue to explore collaboration with the ECC ECE lab school
• Continue to strengthen partnership with academic advising
• Reorganize to merge ECE and EDN into the same department and partner internally to explore web presence to inform students/community
• Rewrite new program-level learning outcomes for ECE as removed from Human Services
Support Needed to Accomplish Planned Improvements
There are numerous economic factors at play. It starts at the federal level and the upcoming next election will impact the field a lot. At the state level, the Governor has held early childhood funds this year causing centers to close their doors. However, many initiatives at the state level are continuing to fight for quality early childhood education.

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?
Yes, we work with secondary and postsecondary institutions to align our courses. Already a year has been spent aligning ECC’s core courses with Gateways for Illinois standards. Official Program of Study documents have been prepared for each of the four feeder districts (Appendix A).

b) Does the program include academic & CTE content in a coordinated, non-duplicative progression of courses?
The program needs to improve the progression of college courses. Students currently take classes randomly based on their work schedules. Faculty are examining prerequisite options and eliminating electives to help clarify the pathway. Our content is non-duplicative and coordinated.

c) Does the program offer the opportunity for secondary students to acquire postsecondary credits (dual credit)?
Yes, four tech-prep dual credit courses are offered on campus and courses are articulated with three of the local school districts.

d) Does the program lead to an industry-recognized credential or certificate at the postsecondary level, an Associate’s degree or Baccalaureate degree?
Yes, students can earn an Associate’s degree in Human Services-Early Childhood Education Option which equates to certification/credential Gateways levels 2-4 for employment in Illinois as a child care teacher, director or para-pro in the school district. The program is articulated with several colleges for students wishing to pursue additional education. A bachelor’s degree equates to Gateways credential levels 5-6 for employment as a director, a teacher in the school district, or a child care administrator.
SUMMARY OF PROGRAM REVIEW RESULTS

CAREER & TECH ED PROGRAM REVIEWED IN ACADEMIC YEAR 2016

Program Identification Information

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Action

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

Introduction to the IST/Maintenance Technology Program at ECC

Well-trained maintenance workers are crucial in helping any organization maintain production schedules and save time and money. ECC’s integrated systems/maintenance technology training and instruction is suitable for those with no previous experience, for those who seek specialization or skills upgrade and/or for those who seek quick entry into the workforce. The curriculum is performance-based and provides the information and knowledge for employment in jobs requiring multiple maintenance competencies. Hands-on training to maintain, calibrate, and repair equipment covers basic knowledge in the areas of electricity, mechanical drivers and programmable logic controllers.
FY11 Goals for Improvement (from previous Program Review Report):

- Review every course in the IST program.
- The course-level learning outcomes will be reviewed and revised where necessary. The review will be completed within the coming year.
- Identify courses that are integral to Energy Management and Computer Integrated Manufacturing programs.
- Incorporate identified courses into the Energy Management and Computer Integrated Manufacturing programs.

Progress made towards these goals from FY11:

- Proficiency credit was added to IST-115: Industrial Power effective Summer 2013
- No other curricular changes have been made within the review period
- IST courses were identified and incorporated into the Energy Management and Computer Integrated Manufacturing programs.

IST/MAINTENANCE TECHNOLOGY PROGRAM OBJECTIVES

Review of Current Curriculum & Outcomes

Students enrolled in the IST program may earn certificates in mechanical, electrical, and automated electronic systems. The courses lead to stackable certificates and an AAS degree.

The program’s curriculum is in need of update. Industry needs are changing and evolving. Focus will switch to support development of supply chain management and industrial mechanic categories. Other IST programs in the area have already begun changing their programs to better meet industry needs. As indicated at the Industry and Educator Forum of the National Center for Supply Chain Technology Education (May 2016), several institutions are renaming/rebranding their programs, adding/removing curriculum, and working with employers to implement new strategies. Waubonsee Community College, for example, has reformatted their IST program to be reflective of Supply Chain Technology. At ECC, faculty is leading the conversation to discuss findings and provide input.

If new certificates are to be added to the program, prerequisites may need to be changed for three courses: IST-122: Hydraulics Troubleshooting (current prerequisite IST-120); IST-136: Piping Systems (no current prerequisite); and IST-245 Advanced Programmable Controllers (current prerequisite IST-142). The IST program has the courses in place to have
a successful program. The courses just need to be restructured in order to provide students with the best likelihood of succeeding.

Program Outcomes
Outcomes were established at each certificate level when the program was instituted.

Electrical Systems: Students will be able to perform the following at an entry level:
- Identify basic electrical circuits
- Perform electrical measurements
- Perform circuit analysis
- Identify inductance and capacitance
- Identify combination circuits
- Perform electrical wiring techniques
- Perform wiring system installation
- Identify electrical monitor control systems at an entry level
- Troubleshoot manual motor control and overload protection
- Identify control transformers
- Identify control ladder logic components
- Describe control relays and motor starters
- Perform basic troubleshooting
- Perform basic systems troubleshooting
- Design and perform reversing motor control
- Identify automatic input devices
- Design basic timer control: On-delay and off-delay
- Identify and design electrical control wiring systems
- Identify basic raceways
- Design and perform basic conduit bending
- Identify advanced raceways
- Identify and perform conductors, disconnects and overload protection
- Identify and perform conduit sizing and wire pulling techniques

Mechanical Systems: Students will perform the following at an entry level:
- Identify and troubleshoot hydraulic power systems
- Troubleshoot basic hydraulic circuits
- Describe principles of hydraulic pressure and flow
- Describe and calculate hydraulic speed control
- Design pressure control circuits
- Identify and design hydraulic DCV applications
- Identify hydraulic cylinder applications
- Define hydraulic relief valve operation
• Calculate and measure hydraulic check valve applications
• Identify pneumatic power supply components
• Identify basic pneumatic circuits
• Identify principles of pneumatic pressure and flow
• Identify and design pneumatic speed control circuits
• Perform pneumatic maintenance
• Define pneumatic system construction
• Identify and calculate metal piping systems
• Interpret and design metal piping installation schematics
• Identify and assemble metal tubing systems
• Construct hose assemblies
• Construct power devices
• Design and construct control relays
• Describe and construct sequencing controls
• Identify and construct basic electronic sensors
• Define operational theory of electronic sensors
• Define startup, shutdown and adjustment of pressure compensated pumps
• Test and troubleshoot pumps
• Test and troubleshoot hydraulic systems
• Describe mechanical drive systems
• Select and identify key fasteners
• Install power transmission systems
• Calculate and install v-belt drives
• Calculate and install chain drives
• Calculate and install heavy duty v-belt drives
• V-belt selection and maintenance
• Describe heavy duty chain drives systems

Automated Electronic Systems: Students will perform the following at an entry level:
• Define and test programmable controllers
• Perform Basic PLC programming
• Design a PLC motor control systems
• Develop and test discrete I/O interface components
• Design, test and troubleshoot a PLC timer
• Perform PLC systems troubleshooting
• Design and program event sequencing
Demonstrated Outcome Achievement
Degree and certificate completers are expected to average 75% or greater on all written and lab assessments.

Alignment to Strategic Plan
The program most closely aligns with the first two goals of the college’s strategic plan: 1) Foster a Learning-Centered Environment, and 2) Promote Student Goal Completion. The IST program believes the learning environment is a sacred place for students to achieve their goals. If the learning environment is not correct, especially with self-paced learning, it can negatively impact student success and certificate/degree completion.

It also is poised to contribute to goal number 5 - Strengthen Educational and Workforce Partnerships to Create a More Responsive and Sustainable Community. The IST program is constantly trying to build professional partnerships. These partnerships should assist in implementing internships and networking opportunities. These partnerships should inform the programmatic direction, and assist in implementing internships and networking opportunities.

NEED
Recent meetings with area employers suggest an ongoing and evolving need for this program.

Enrollment
Enrollment in the program has a history of being small, yet has grown in recent years while college enrollment has decreased after the recession peak in 2011.

Enrollment in the fundamental courses comprising the Electrical Systems certificate are
generally the highest, and the two intro courses have seen consistent enrollment. These include IST-105: Electrical Control Circuits, IST-110: Electrical Motor Control, IST-115: Industrial Power Distribution, and IST-235: AC Drives. Highest enrollment courses are attributed to the fundamental courses in electricity. Employers require all employees to have a strong grasp on electrical principals.

Enrollment trends show a decrease in upper level courses. The observation made is that the electrical systems certificate has twice as many enrolled students than the mechanical systems certificate even with less courses offered. Reasoning might be that the electrical course is IST-105 which is the first course listed in the catalog. Lowest enrollment courses belong to the mechanical systems certificate. When prospective students see the word “mechanical” most believe that they already possess the skills necessary for the certificate. This certificate also has the most number of courses when compared to electronic and electrical systems.
Upper level courses in the Automated Electronic Systems certificate have a substantial decrease in enrollment. This group includes IST-140: Programmable Controllers I, IST-142: Programmable Controllers II and IST-245: Advanced Programmable Controllers. These courses by themselves may not needed to find gainful employment.

The overall findings are as expected because the industrial mechanic/technician industry is evolving. Industry is expecting graduates/workers to be skilled in many areas. Recommendations to address low enrollment issues are to re-evaluate the certificates being offered and possibly combine courses to meet industry needs.

Dual credit programs will remain in place.
Completions
Degree and certificate awards are graphed below.

BVS - Automated Electronic Systems – completion numbers have been declining from a high in 2013 with 20 awards. Industry trends show that this certificate must be coupled with other skills such as the mechanical and electrical systems in order to be competitive in the workplace. One condition for this certificate is if the student is already employed and seeking to advance within the company.

BVS - Electrical Systems – completion numbers are strong and continue to get stronger with 17 students completing in 2015. The industry requires that all technicians have a firm grasp in electrical knowledge.

BVS - Mechanical Systems – the lowest completion numbers out of all the certificates offered. Students do not see the need or already employed students feel they already have
the skills necessary. Perhaps a change in name may assist this certificate.

Students are completing in acceptable numbers based on enrollment. The major barrier for students is course delivery schedule. Courses are only offered midday and in the evenings. Of these courses, only the prerequisites are offered during the fall semester and the secondary courses offered in the spring semester.

What is currently unclear is how long it takes the students to complete the certificates. Current scheduling of fall and spring would mandate a minimum of two semesters. If all courses were offered each term, in theory, it could only take one semester to complete the same certificate with all courses. This will be explored.

Placement/Employment
The certificates and AAS degree that students earn at ECC may lead to promising careers. According to the Department of Labor and Statistics (DLS) and National Center for Supply Chain Technology, Illinois supply chain related technicians/mechanics, i.e. Industrial mechanics, are projected to grow by 9% - 16% by 2024. In addition to the new growth, companies are expected to replace about 21% of their current technician workforce, thus creating about 27,000 job openings in the next 10 years. Those in the supply chain industry are aware that highly trained technicians are in high demand. Students/graduates with the right skills will find gainful employment. Over the next 10 years, the DLS shows a negative job outlook growth electrical/electronic installers and repairers. However, when coupled with industrial mechanic skills, students can find themselves in the high growth job market of industrial mechanics. Additionally, students earning an AAS degree may apply to Northern Illinois University and Illinois Institute of Technology to earn a B.S. in Industrial Management & Technology.

The IST program should consider aligning itself to the demands of the industry and also consider offering an industry recognized Supply Chain Technician certificate/degree. It should be noted that community colleges in the region will be offering these certificates and degrees in FA17 such as Waubonsee Community College.

With certificate completion pathways, new certificate Supply Chain Technician certificate, and a redesign in course delivery, the program will see a significant growth over the next five years. The industry and local community colleges are already beginning to adapt to the industry growth.

Median pay in 2015 for Industrial Machinery Mechanics was $48,410 per year with growth projected in the next ten years. It may be likely that students will have to travel out of district to find such jobs.
COST-EFFECTIVENESS

The program faculty work diligently to ensure that trainers are kept up and running since the program relies solely on the trainers to complete objectives. The trainers do not have inventory in the event of a malfunction. Significant consideration must be given allocating funds to trainer inventory. Recently the instructional coordinator identified an area of weakness and will work closely with the administrative staff to provide solutions. The program does not have blanket purchase orders (BPOs) setup to effectively and efficiently order parts and repair equipment. The program will be implementing the use of BPOs with vendors in order to minimize trainer downtime and decrease procurement time.

Challenges to the program has always been the communication capabilities of the trainers to ECC’s internal systems. Software on the trainers was recently updated and most, if not all, bugs have been addressed. The automated electronic trainers need to be to meet National Institute for Metal Working (NIMS) objectives and accreditations. The fact that many of the machines that graduates will encounter in the workplace are proprietary and unique to specific companies, creates complicated budgetary constraint. It is not practical to be able to train a student for every possible work scenario. The college’s goal is to ensure training equipment that is broad and diverse, yet fiscally achievable. The program has a robotic welding trainer that was purchased a few years ago. This trainer will need monies set aside in order to incorporate it in the curriculum.

If implementation of the new certificate and course delivery take place, more adjuncts will have to be hired in order to meet the new schedule, particularly in the daytime. Consideration should be given to training faculty. Marketing will be key with the program redesign. Monies should be allotted for a marketing plan to include fliers, banners, etc.

QUALITY

Student Retention Rates
Course-level retention rates are extremely high within the program, more often than not hitting 100% in recent years. The program averages 96% in FY15, exceeding the college’s average rate for face-to-face courses of 90%.
**Student Success Rates**

Following suit, the program’s course-level success rate is very high, averaging in the 90s, which again is higher than the college average of just 72% in face-to-face courses for FY15. Many courses hit 100% each year.

Students receive their information/demonstration from a trainer and then execute the required task. Videos and manuals allow them to repeat the demonstration and they can practice and progress at their own pace.

**Course Assessment**

No courses have been assessed. Faculty are not aware, involved, informed of the college’s established course assessment process. The newly appointed instructional coordinator has asked for assistance in assessing all of the courses in the program moving forward.

All faculty use the same template for courses taught allowing for students to be trained with consistent goals and objectives. The department would like to consider adapting new teaching methods and to see how those new methods impact completion, success rates,
and quality of learning.

**Student Success Strategies and Improvements**
As mentioned, course scheduling is seen as a barrier to student completion/success. A proposal will be sent to the Dean for his approval for possible implementation during the fall 2017 semester (see Appendix A). It proposes running courses as back-to-back 8 week segments and running sections to follow each other in logical time blocks with start times at 8:00, 11:30, 12:30 and 3:00. This will reduce time to completion to one or two semesters, depending on the certificate.

**Student Satisfaction and Engagement**
26 program completers took the college’s Career-Technical Graduate Follow-Up survey. The majority, 58%, indicate their enrollment was to obtain skills for a new or different job. All are employed, 65% in a related field. Since completing at ECC, 29% are continuing to take courses at another college or university. According to the survey results, over 90% were very/somewhat satisfied with the content of program courses and preparation for employment. Several of the faculty were mentioned by name in the comments. Others include:

- “I was able to learn what I went for; excellent teachers”
- “Instructors knowledgeable and friendly, very willing to help”
- “It’s a great place to learn”

**Advisory Committee**
The program does not currently have a functioning advisory committee, though it did in the past. The current faculty instructional coordinator was just put in place for 2016. A new group will be formed. Topics will include the potential of adding an Industrial Mechanic/Technician certificate, partnering with HVAC to create a Building Maintenance certificate, and the needs for Supply Chain Management. The program will also be using current partnerships to improve advisory committee participation. The IST program does not have a dedicated internship program at this time but will be implementing one when employers are identified.

**Employer Feedback**
Conversations have begun with local employers at a forum held by the National Center for Supply Chain Technology Education. Students are being hired by local employers but a system is not in place to gather this data. This is another area where revitalization of the advisory committee will be helpful.
Alternative Modalities
Due to the nature of the program, distance learning options are not offered; however, the program is completely run through D2L.

Scheduling
The program desires to create a structured, achievable pathway to student completion as discussed above. The program would like to offer all of its courses each term, including summer. There also are course sequencing issues that are inclusive of courses that require pre-requisites that are not part of the program, which create barriers to completion.

The program cross-lists sections in order for students to achieve certificate completion in a timely manner. However, this should be minimized so students get the training they deserve. Some cross-listing is beneficial while at other times it causes more harm than good. The department will include day courses in order to allow students to complete certificates in as early as one semester. Under the current format, certificate completion takes at least two semesters.

The program has a flexible delivery format where courses offered are in an 8 week format. However, currently not all courses are being offered every semester and this has been identified as an area that needs attention. It is recommended that the program considers offering all courses every semester. Under the current format, if a course is canceled due to low enrollment, the student would have to wait an entire year to take the course. If the course is a prerequisite for other courses, the certificate/degree completion timely would be extremely excessive; over 3 years.

Collaborative Relationships
Internally, the IST program has collaborated with the Energy Management, Heating and Air-conditioning, and Computer Integrated Manufacturing programs on curricular issues. Electives for the IST program may come from other programs including, Industrial Manufacturing Technology, Energy Management, Welding, and HVAC. Some of the curriculum in the Energy Management program comes from the IST program.

In recent months, relationships have been built with local business to implement internships, job opportunities and mentoring programs. The college is engaging local employers who have expressed strong interest in hiring workers with the skillset provided by the IST program. As part of the division’s exploration of a new program in Supply Chain Management, the IST program is looking at alignment with the National Center for Supply Chain Technology.
Innovations
Innovation is the ability to adapt to industry needs. The program is currently at a crossroads where it must adapt to changing industry and remain competitive with other community colleges. Colleges in the surrounding area have already started the integration of new certificates and rebranding of their existing certificates.

The department is working on having better conversations regarding planning and implementation of ideas. With this review and implementation of ideas, challenges will arise and will need the contribution of all faculty members. Innovation may be discussed during opening day convocation, departmental meetings, and throughout the semester as ideas develop organically.

The program is looking into the possibility of creating student driven clubs with the Supply Chain Management Association (SCM), Society of Manufacturing Engineers (SME), Association of Technology, Management, and Applied Engineering (ATMAE), and the American Society for Quality (ASQ). Being a member of professional organizations allow faculty and students alike to continually develop the technical skills needed to be successful in the workforce.

The program continues to maximize efforts in order to maintain an updated lab that allows students to reach their full potential. The IST program is currently looking at adopting a 50/50 lecture-trainer structure. Currently the program does not incorporate lectures as an instructional method. Students are strictly confined to the trainers. Our competitor, Moraine Valley Community College, uses the 50/50 lecture-trainer modality and they will be a source of information as we move forward.

Curriculum review will be a large part of the program’s success. Curriculum needs to be revised to align objectives with industry needs. The program will also have to consider the best course order and scheduling to improve student certificate completion time. Lastly, reorganizing some the IST existing courses to provide students with the options of supply chain technician certification will be a priority as data shows is in high demand. Assuring that students will be able to complete such coursework in a timely manner will also be high priority.

PLANNED IMPROVEMENTS/GOALS
Next Year
- Create a manufacturing student driven club.
Next Year

- Review courses in IST program to align with current labor market demand
- Evaluate current certificates and determine if they are still relevant and meet industry needs
  - Explore Industrial Mechanic/Technician certificate
  - Explore potential of HVAC partnership for Building Maintenance certificate
- Develop Supply Chain Technician certificate
- Create clear, structured, achievable pathways to student completion
  - Move away from Fall/Spring alternating offerings
  - Eliminate hidden prerequisites
  - Develop new proposed schedule to include 8 a.m. offerings
  - Hire new faculty members to implement new schedule
- Engage an advisory committee of industry professionals to provide direction and feedback
- Promote all available BS degrees with AAS degrees
- Ensure trainers are repaired
- Implement and assess new teaching formats

Next Five Years

- Ensure that IST program is meeting the needs of industry by using advisory committee as a source.
- Compare IST program to competitor colleges and determine needs that need to be addressed.
  - As mentioned earlier most other colleges have already begun the process of overhauling their certificates.
- Work with industry to create partnerships
- Create clear pathways of completions for certificates and degrees
- Create a marketing plan to promote new certificates
- Continue to promote all available BS degrees with AAS degrees
- Employ and assess new teaching methods

Support Needed to Accomplish Planned Improvements

Marketing will play a pivotal role with the changes proposed to the program. The community must be informed of the new course delivery schedule and the new certificates available; as part of the marketing efforts, data showing elements that supply chain technicians are high demand jobs will be part of the messaging. Budget support and the time of faculty will be critical.
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?
   N/A. Students enter the IST program without pre-requisites. There currently are not options to earn articulated credit for courses taken in high school.

b) Does the program include academic & CTE content in a coordinated, non-duplicative progression of courses?
   Yes. Core curriculum is supplemented with electives from related departments, Technical Mathematics (IMT-107), and general education requirements.

c) Does the program offer the opportunity for secondary students to acquire postsecondary credits (dual credit)?
   Yes. While in high school, students may enroll in the three courses which comprise the BVS in Automated Electronic Systems, as well as IST-130, part of the BVS in Mechanical Systems.

d) Does the program lead to an industry-recognized credential or certificate at the postsecondary level, an Associate’s degree or Baccalaureate degree?
   The program leads to an industry recognized BS degree in Industrial Management and Technology. The certificates offered are industry recognized but the program needs to do a better job aligning to current and future labor demands of industry.
Appendix A
Proposed Block Scheduling

### FALL 2017 1ST 8 WEEKS

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Electrical Systems Certificate would be completed in 1 semester instead of 2.

Electrical and Automated Electronic Systems (17CR) would be completed in 1.5 semesters instead of 4. **IST 243 would be completed in SP18**

### FALL 2017 1ST 8 WEEKS

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Supply Chain Technician completed in 2 semesters. 14CR 1st semester and 15CR 2nd semester.
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Supply Chain Technician completed in 2 semesters. 14CR 1st semester and 15CR 2nd semester.
SUMMARY OF PROGRAM REVIEW RESULTS

CAREER & TECH ED PROGRAM REVIEWED IN ACADEMIC YEAR 2016

Program Identification Information

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<td>Career Pathway:</td>
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<td>Program of Study:</td>
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<td>Brake and Suspension Specialist BVS</td>
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<tr>
<td>Transmission and Drivetrain Specialist BVS</td>
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<tr>
<td>Auto Heating &amp; Air Conditioning BVS</td>
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Action

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

Automotive Program at ECC

The associate’s degree in automotive service provides training in all phases of automotive maintenance work for all types of vehicles. The specialty study covers the function, construction, operation, and servicing of automotive components including fuel systems, manual and automatic transmissions, suspension and brake systems, driveline units, heating and air conditioning, electrical systems, computer controls, and emission systems. Diagnosis and troubleshooting, shop safety, and shop procedures are also covered. The
certificates in automotive — electrical, brake and suspension, engine mechanical repair, transmission and drivetrain, engine performance, and auto heating and air conditioning — are ideal for building specialty skills and make nice enhancements to the degree.

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

- To become National Automotive Technicians Education Foundation (NATEF) certified.
- To pursue a larger shop, more classrooms, more storage, and more parking.
- To add a Basic Vocational Certificate for Automotive Air Conditioning.

Progress toward goals:

- After further review, it was decided not to pursue NATEF certification. However, it is again believed that NATEF certification will be needed to keep this program competitive in the future.
- A capital Resource Allocation and Management Program (RAMP) document was created in collaboration with an architect. This is the first step in getting Illinois Board of Higher Education support for capital improvements of the automotive facilities.
- The program successfully added a certificate for automotive air conditioning, bringing the total to six basic vocational certificates.

Additional Accomplishments since FY11:

- Gary Norden, instructional coordinator, was named Pearson Publishing’s Automotive Instructor of the Year in 2012.
- Faculty maintain certification through the National Institute for Automotive Service Excellence (ASE). ASE certified professionals must retest every five years to keep up with ever advancing automotive technology.
- Faculty collaborate with the welding department on many occasions on either projects or guiding students through both programs since welding can be a part of automotive technology.
- Faculty worked with the TRIAD group (Elgin Seniors, Elgin Township, and Elgin Police Department) and offer an annual vehicle inspection for senior citizens. Faculty also spoke to this group in March 2015 about repair scams.
- The department has strong relationships with many shops in the area including Biggers Chevrolet and Mitsubishi, McGrath Honda, Sears, and NTB.
- Faculty work with district high schools and invite students to ECC for an overview of our programs.
OUTCOMES/CURRICULUM REVIEW

Learning Outcomes
Upon completion of the program, students will be able to:
1. Describe and demonstrate shop safety practices
2. Demonstrate proficiency with various tools
3. Identify components and describe the purpose and function of various systems
4. Identify and describe basic operation of major systems
5. Describe the importance of and perform basic preventative maintenance
6. Perform diagnosis and repair on various systems

How Learning is Assessed
The students demonstrate their knowledge through ASE type testing in the classroom and with the aid of NATEF task sheets in the lab. The NATEF task sheets guide the students through various processes. Using these industry developed assessments helps students become familiar with the standards required in each automotive area. In at least one class, a 'hands-on' type final exam is also given to assess student learning.

Review of Current Curriculum
Automotive faculty discuss outcomes and curriculum issues during departmental meetings each semester. Slight changes are often made to keep current with changing technology. Discussions also take place at advisory committee meetings. The department also belongs to several professional associations where trends and issues are discussed.

The course sequences are relatively flexible except for a few courses that require a prerequisite. The classes that require prerequisites include the electricity classes and more advanced diagnostic classes. Students are prepared to be safe in a shop environment, to learn the fundamentals of vehicle systems as well as skill in specialty areas, to be ready for the workforce and to recognize the importance of lifelong learning.

It was decided that AUT-100: Small Engine Tune-up, Overhaul & Diagnostics be removed from active status and withdrawn. This class focused on small engine and equipment repair and was offered over the past several summers with very little interest from students. It has not run in many years. In addition, this class requires special tools and equipment the program does not have. Additionally, monies could be better spent for other classes.

A proposal will soon be made to make AUT-160: Electricity I be a pre-requisite for AUT-290: Automotive Heating and Air Conditioning. The heating and air conditioning systems in vehicles are all built around electrical fundamentals. This change is in line to advance student success.
Alignment to General Education Outcomes
The automotive curriculum can be linked to each of the general education outcomes, with some exception for writing. The program provides heavy focus on reading, critical thinking, and scientific literacy. There are possible opportunities to tie courses to general education outcomes. For example, some of the classes require students to complete a writing assignment (report). This could be expanded through more classes.

NEED
Enrollment
Currently, labor demand is very strong, and an individual can obtain employment in the industry without a college certificate or degree. However, individuals soon realize the need to enroll in our program to increase their earning potential and employment opportunities. Following the college’s overall trend, enrollment increased through the onset of the recession, peaking in spring 2011. While overall seats has decreased 19% during the five year review period, it is nearly 5% above 2008 levels. This decrease was not unexpected as jobs became more plentiful in the local area.

The four highest enrolled courses comprise two BVS certificates, Automotive Electrical Specialist (AUT-160 and AUT-163), and Brake and Suspension Specialist (AUT-171 and AUT-172) comprised of 10 credits each.
The BVS in Engine Mechanical Repair Specialist is comprised of one 7-credit hour course (AUT-151). It had a spike in the prior year and in FY15 has fallen to a 5-year low. This pattern, in part, is due to an additional evening section being offered every-other-spring. The BVS in Transmission & Drivetrain Specialist consists two courses (AUT-153 and AUT-253) totaling 12 credits.

The BVS in Auto Heating & Air Conditioning is comprised of one 5-credit hour course (AUT-290). The BVS in Engine Performance Specialist consists two courses (AUT-180 and AUT-271) totaling 14 credits.
Lastly, the program runs a course, AUT-152: Intro to Auto Operation and Maintenance, which is primarily geared towards individuals wishing to enroll in a “get to know your vehicle” type class. It covers a little bit of many systems without too much detail and does not apply towards any certificate or the AAS degree. On average 25 to 30 students enroll in this course each year.

AUT-296: Introduction to Automotive Certification has not been run in many years. This course was to prepare students for the ASE certification exam in a teach-to-the-test format. This course would only benefit students who have already completed the program. Exams in the current courses are of the ASE format, so students prepare for the certification exam within the program itself. The course will be withdrawn.

TECH-PREP

The Automotive program participates in tech-prep with local high schools. The three courses allow students to earn two BVS certificates: Mechanical Repair Specialist (AUT-151) and Brake & Suspension Specialist (AUT-171/172). Enrollment has varied somewhat over the past five years, but averages 12-15 participants each year.
The program focused on the fundamentals of the various automotive systems in the classroom, and allows application of the knowledge in the lab. Since this technology is tied to math and science (among other skills), and the fact that many lab sheets are assigned for lab work, the typical high school student is not prepared for the demands the program requires.

The program maintains relationships with all feeder high schools regardless of their participation in the tech-prep program. Both sides acknowledge that preparedness is an issue, and high schools with their own automotive programs are also struggling. The technology is becoming more complex than ever, and fewer people are mechanically inclined and wanting to pursue the program, all which contributes to enrollment declines.

**Completions & Licensure**

By design, students can quickly earn credentials in the program as they pursue the AAS degree. Or, they can use the credentials in subsets to enhance their skills and employability. The program has conferred over 1,000 degrees and certificates during the five year review period.

The number of degrees awarded annually has remained consistent for these five years.
The number of certificates awarded naturally reflects trends in course-level enrollment, decreasing for FY15. Engine Mechanical Repair (7 credits) and Brake & Suspension (10 credits) are the top awarded specialties. The newer certificate, Automotive Heating & Air, has also been strong.

**Labor Market Demand**

Projections are that there will be a 9.6% increase in demand over the next five years in the local area. This program prepares graduates for employment as entry level technicians. This includes, but not limited to, lubrication techs, chassis techs (brakes, suspension), air conditioning techs, transmission and driveline techs, and engine techs.
Employer Demand
The program is structured to encompass eight automotive areas in depth. It builds upon a strong foundation/fundamentals that students will need for lifelong learning. Students are able to gain employment during their time here and after graduation. Dealers, independent shops, and national chain stores are constantly seeking the program’s students. Positive feedback is received from graduates, the advisory committee, and shops in the field. Students that have a basic understanding of general vehicle maintenance and safety, brakes, and tires/suspension are in demand and can gain employment in this field early.

The program needs to seek NATEF accreditation to remain competitive and viable. Increasingly, the state has mandated that colleges seek industry recognized accreditations and certifications.

Furthering Education
The program is structured so that students can earn smaller certificates over time as their skills and interests develop and they gain work experience. Students can earn six basic vocational certificates towards the AAS degree. Data from the National Student Clearinghouse prepared by Institutional Research shows that some of the program’s students go on to Southern Illinois University and Ferris State University to major in programs such as Automotive Engineering Technology or Technical Resource Management (Table 8, Program Review Pivot Tables). The college has begun a dialog with SIU to strengthen its relationship and create a more formal transfer pathway.

COST-EFFECTIVENESS

Costs and Revenue
Costs have gone up over the past five years. This is not only due to inflation, but the cost associated with improvements in vehicle technology and tool/equipment technology. For example, many of the scan tools needed to read a vehicle's computer require a yearly subscription just to operate and be compatible with newer vehicles. The cost to update one scan tool can be $1,000. The program has approximately 15 scan tools.

Parts, equipment, supplies, tools, and hardware all have a high cost. These include equipment replacement and additions, tool replacement and additions, software updates and subscriptions such as OnDemand, Alldata, and other technical periodicals. Vehicle scan tools need to be updated annually to keep up with generic and company-specific vehicle systems.
Steps taken to reduce costs
The coordinator continues to research and use vendors that have the best added value, and uses a database to track spending to ensure the department is cost-conscious.

Constraints and Additional Resource Needs

EQUIPMENT
Running an automotive technology department is expensive. As mentioned, it is important to update current technology to keep students well versed with what is newly available. Additionally, a significant budget challenge is planning for equipment failure. Purchasing electronic training units to be used to enhance the learning experience along with a training room should be explored.

Over the next five years the program will need updated equipment to ensure that the quality of education is at a superior level. Some of the current equipment in place is old and obsolete. Other equipment, like tire machines and vehicle, lifts have a service life and eventually wear out. The program will have to invest in new air conditioning equipment as manufacturers have changed the type of refrigerant used in vehicles. The current equipment cannot be used on the new refrigerant. Lastly, to gain and sustain NATEF certification, a standard equipment list must be adhered to. A current estimate to improve the program is $80-100K.

SPACE
It would be ideal to have the size of the lab increased along with ample parking for the department’s vehicles. Currently, the program is able to run two classes in the lab at one time, however space is limited, and in many cases there are up to four students on a project vehicle. The limited space also impedes the flexibility to plan classes from day to day efficiently. The program cannot expand the number of classes offered due to the shop space.

OTHER
A minor, but not insignificant, strategy would be for of the instructors to utilize D2L. This will reduce the number of paper copies made and will give the students another resource to access the technical information. This will require an increase in the awareness of D2L training opportunities, particularly for adjuncts.

Using national exams would allow comparison of ECC’s student success to other programs.
QUALITY

Strengths
Face-to-face courses taught by experienced, certified instructors in the classroom. Faculty attend industry training on a regular basis, and network with other instructors to keep current on new developments. These industry trends are discussed during regular department meetings and at Advisor Committee meetings.

Faculty also stress the importance of the ‘soft skills’ for employability. It is emphasized that employers are looking for individuals that excel in these skills as well as the technical ones.

Student Retention
The retention rate for the majority of classes is in the 90% range. This has been consistent over the past five years and is slightly higher than the college’s average retention rate for face-to-face courses of 90%.

Of the program’s courses, AUT-151: Automotive Engine Services & Repair has a slightly lower and more variable retention rate. This is likely attributed to the fact that this is the first course students take in the program and they are not often prepared for the rigor. This also is one of the tech-prep courses.
Course Success

Overall success rates for the department had been consistently in the mid 80’s, exceeding the college average of 72% for face-to-face courses. The recent drop in FY15 is concerning.

As found above with retention, AUT-151 success rates stand out from the otherwise consistent pattern among the advanced courses. Students often do not realize what is involved in the class, which includes math and measurement. Retention and success in this course will directly impact the number of certificates earned by the enrolled students. While this is a tech-prep course, success has also fallen for the college-level students. The varying success between the high school and college students for these three courses as a subset is presented below.
Success rates (students earning A, B, or C) have fallen more sharply for the high school students, though with a smaller n-size, more variability is expected. The college-level results have also fallen.

The last two classes (AUT-180 and AUT-271) in the associate’s degree program tend to have high retention and success rates because students are career focused and need the degree for employment opportunities. Once the students make it to the final two courses, the success rate is very high. These courses enroll 30 students per year on average.
Success Strategies
A copy of the class expectations and policies is given/available (through D2L for those instructors who use it) to every student starting the first day. The instructors encourage the students to contact their instructors for additional help outside of the classroom. A common factor is that students who apply themselves are successful. Many students are not prepared for college, i.e. not willing to read, tardiness issues, not serious about lifelong learning.

Assessment of Student Learning
Course assessment reports were submitted during the prior program review cycle (FY06 – FY10) which utilized ASE-type final exams with a standard of 70% correct. Generally, most students surpassed the 70%, but each course had some who did not. Recommendations included stressing the importance of reading and lectures to students and determine the feasibility of scoring results to other programs. Assessment reports have not been submitted during the current review period and are suggested as a method to understand current patterns in the decrease of student success.

Informal assessment has led faculty to decide to make AUT-160: Automotive Electricity I a prerequisite for AUT-290: Auto Heating & Air Conditioning. AUT-160 is currently a prerequisite for two other courses, AUT-180: Fuel & Ignition System and AUT-271: Diagnostics & Engine Performance. It is expected that this sequencing will increase students’ readiness for the advanced content of AUT-290 and successful completion of the 5-credit BVS certificate. The course assessment report done in 2008 when the course was newer found that students had trouble understanding the pressure and temperature relationships within the system and concluded that more emphasis would need to be placed on diagnosis.
As mentioned above in the Needs section, the use of national exams would also further understanding of student learning and specific areas to focus improvement efforts.

**Alternative Modalities and Scheduling**

All of the courses are offered face-to-face in the classroom and laboratory. While the curriculum requires a lot of in-person, hands-on learning, two of the full time instructors use D2L extensively. The other instructors were offered a personal D2L training session in 2015. At least one full time instructor also uses the publisher’s resources for practice exams, videos, and technical resources.

If designed correctly, distance learning may work well with the automotive students. The students could receive the classroom instruction electronically, and come to ECC for the lab portion. One large challenge is the fact that students often believe automotive technology is only learned ‘hands-on’, without any classroom components, much less online ones. This is across the program, not tied to just one class. The incorporation of more online resources through D2L and other programs could support student learning.

The current methods of scheduling sections across mornings, afternoons, evenings, and Saturdays is working well. Two courses, AUT-160 and AUT-290 are also offered in the summer. Courses are also offered in condensed formats (i.e. 8 week sessions) to allow faster progression through the certificates.

**Collaborative Relationships**

The program will continue to maintain its relationship with the district’s high schools. Faculty attend tech prep night and college night and the program hosts high school and middle school tours of the facilities.
Innovations
Faculty build their own training props from vehicles and parts which have been taken out of service. These props are used both in the classroom and lab.

Student Satisfaction and Engagement
Based on student feedback, the students seem to be satisfied with the program. Over 90% of respondents on the follow-up graduate survey indicate they are satisfied or very satisfied with aspects of their program of study.

Some positive comments include:
- “I have worked with guys from Lincoln Tech and I knew way more than they did thanks to my education at ECC. Keep doing what you’re doing.”
- “Staff are friendly and very accommodating towards students. Classes prepared us for the real-world.”
- “Mr. Norton, head of the automotive department is phenomenal. He comes in early and stays late. Some say he is too tough but that is what you need in the real world.”
- “A great value before going on, worth money invested”

There were several mentions regarding the lack of shop space and library holdings, however:
- “I wish they had more space to work and a diesel program.”
- “A bigger shop for automotive would be great, we were pretty cramped.”
- “The books in the library are not up to date, old books, such as fixing cars and automotive books, very behind on the technology.”
- “The library books we need for automotive are not present in ECC's library, obsolete books or not current with today. Newer books regarding ACE exams, and the newer technology, all the new engines.”

Advisory Committee and Employer Satisfaction and Feedback
The members of the Advisory Committee all agree that many individuals in the industry are lacking ‘soft skills’. The shops that do hire our students seem to be pleased with the knowledge our students are able to apply.

The McGrath Dealerships, the Biggers Dealerships, Firestone stores, Discount Tires, Costco, Sam’s Club, NAPA, NTB, Sears, Al Piemonte Chevrolet, Elgin Toyota, St. Charles Dodge, Brilliance Subaru, Old Dominion Trucking, and many independent shops continue to contact us for student employment opportunities. Several of our graduates are now teaching at the high schools and community colleges.
PLANNED IMPROVEMENTS/GOALS

Next Year

• Pursue ASE (Automotive Service Excellence) Student Certification.
• Make AUT-160: Electricity I the prerequisite for AUT-290: Automotive Heating and Air Conditioning.
• Partner with Institutional Research to explore other mechanisms of success in AUT courses.
• Withdraw courses AUT-100 & AUT-296.
• Update class outlines to reflect the newest technology.
• Increase D2L usage among the automotive faculty.

Next Five Years

• The department is currently working with ECC’s testing center to become a testing center for ASE Student Certification.
• Work with the dean and college to pursue NATEF (National Automotive Technician’s Education Foundation) certification:
  o A process map will need to be created before initiating the application for certification. This will detail the parties involved and their responsibilities for the application process as well as once certification is obtained.
  o A budget will need to be created to cover the cost of the initial accreditation fee. Estimate- $1,650. Estimated renewal fee every five years- $1,025.

Support Needed to Accomplish Planned Improvements

A training budget will need to be created. NATEF requires the instructors to obtain 20 hours of specific industry training per year. Estimated cost for training: $21,000 per year ($3,000 per instructor x 7 instructors). This cost may be higher depending on where the training is offered and the number of training sessions needed to meet this requirement. This money for training will not come out of the faculty development monies since this is a requirement of NATEF. The current travel freeze in place may impact instructor training. A budget for substitute instructors will need to be created for when instructors are pursuing their ASE/NATEF qualifications.

Cost for a consultant to head this process- TBD. The dean confirmed resources are available to achieve the NATEF goal.

Institutional Research, Housekeeping, Facilities, Grounds, Operations & Maintenance, and Academic Advising (and other departments within the college) will need to participate.
Acquiring, updating replacing equipment- Cost- TBD. NATEF has a required equipment/tool list. Outdated tools will need to be replaced periodically and current scan tools will continue to need yearly updates.

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?
   Automotive does not currently have formal Program of Study documents for the local districts. However, the program has articulation agreements with the high schools which cover three automotive courses.

b) Does the program include academic & CTE content in a coordinated, non-duplicative progression of courses?
   Yes. There is a progression of skills needed to complete the associate’s degree. For example, AUT-160 is a prerequisite for AUT-180 and AUT-271. Academic degree requirements are also part of the AAS degree.

c) Does the program offer the opportunity for secondary students to acquire postsecondary credits (dual credit)?
   Yes, it is linked to tech-prep/dual-credit in the high schools. High school students can take three courses which will earn them 17 credits and two BVS certificates upon completion.

d) Does the program lead to an industry-recognized credential or certificate at the postsecondary level, an Associate’s degree or Baccalaureate degree?
   Yes. The program offers 6 basic vocational certificates and one associate’s degree. Some students will go on to four-year programs, but there are no formal articulation agreements with such schools. The college has begun a dialog with Southern Illinois University to strengthen its relationship and create a more formal transfer pathway.
CTE PROGRAM REVIEW REPORT TEMPLATE

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SUMMARY OF PROGRAM REVIEW RESULTS

CAREER & TECH ED PROGRAM REVIEWED IN ACADEMIC YEAR 2016

Program Identification Information

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<tr>
<td>Truck Driving BVS</td>
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Action

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

Truck Driving Program at ECC

The truck driving program includes 320 hours of education consisting of classroom and hands-on yard and road training. In addition to driving skills, students learn map reading, trip planning, log keeping, vehicle systems, cargo handling, driving under adverse conditions, defensive driving, and transporting hazardous materials. The mandatory written examination and the driving test must be taken at a designated commercial driver’s license testing center for licensure or permit. Equipment for the driving test will be provided to ECC students. To be commercially licensed intrastate, students must be at least age 18; age 21 for interstate and/or to transport placarded hazardous materials. The DOT has regulations which govern the use of drugs and alcohol by commercial motor vehicle drivers, and which require ECC to conduct mandatory drug and alcohol testing of students in the truck driving
program at specific times and under specific conditions.

**FY11 Goals for Improvement (from previous Program Review Report):**

The department will continue to update and make necessary changes to the Truck Driving program to stay current with industry standards. Maintaining monthly updates from the industry, and conducting regular discussions with potential employers, will allow ECC to continue to offer the highest level of training available in the area.

- A new scheduling format will be developed to add additional sections, as this field is still in demand (and can be cost effective).
- Open up more sections of the courses. One course has been added to the curriculum, which will help generate more revenue for the program.
- The department recommends the purchase of a truck driving simulator for the program ($350-400K). With this addition to the program, more sections could be run simultaneously, saving fuel cost and truck maintenance.

**Progress toward goals:**

- A truck driving simulator was purchased in 2015 and modified existing space to house it.
- The program continues to work with its industry partners to insure the training methods and practices are meeting, and in most cases, exceeding industry standards. Industry leaders provide monthly updates on actual and proposed changes so that the curriculum stays at the cutting edge of the industry.
- The department also works closely with the state testing agency so that ECC’s students are fully prepared for testing.
- The program continues to offer additional coursework which allows students to further their safety training and adds extra revenue to the general program.
- While additional sections continue to be a worthwhile endeavor, a small decrease was seen in overall enrollment which corresponded with general college enrollment declines after spring 2011.

**Additional Accomplishments since FY11:**

- The teaching environment has been improved by resurfacing and improving the training lot and by adding better lighting for the night teaching environment.
- The program has embarked on a plan to update and modernize the training fleet with the addition of five newer model tractors and 6 newer trailers.
  - The newest equipment for training are 2012 model year tractors which are exactly what most large industry leaders are currently using.
Students can now transition seamlessly into industry having trained on the same equipment they most likely will be using when they go to work.

- The training fleet is now larger, more modern and more diverse than any training school in the area.

- The program has achieved a 100% success rate in Illinois State testing for 9 of the last 10 graduating classes.

- The Illinois Truck Enforcement Association has chosen the program at ECC to help train local law enforcement agencies in the operation of trucks during their training sessions.

- The program has been placed on the “Preferred Hire” list of four major trucking who will hire from ECC. As a general rule, these companies do not hire students.

- The IL Secretary of State’s office has asked the program to partner with them during the implementation of a new skills layout and examiner training for the new layout.

OUTCOMES/CURRICULUM REVIEW

Learning Outcomes
Upon completion of the certificate program, graduates will be able to:

1. Perform required inspections of commercial vehicles
2. Back up vehicles to minimum standards
3. Drive commercial tractor/trailer combos safely on public roadways

Demonstrated Outcome Achievement
The program is laid out in a logical progressive manner. Each course builds upon the previous course. Students are introduced to each proposed outcome and must demonstrate degrees of proficiency before they move towards the next outcome. The course objectives move from classroom theory and passing the Permit test, to vehicle inspections, learning backing/yard skills in a controlled setting, and finally driving on the public highways. The course is primarily “hands on” and performance-based in its approach. Students practice what is taught every day and repeat until mastery is achieved. Students are evaluated at the end of each course for the degree of mastery they have achieved. A minimum, safe degree of mastery on all outcomes must be present for students to progress and to test with the State for their CDL license. Final pass rates for students exceed 95% and job placement is excellent for those seeking employment directly out of the program.

Review of Current Curriculum
The program began in 1990. The objectives remain to produce safe, skilled, employable drivers to help meet the needs of the industry. The sequence of courses is designed to guide the students logically and safely through the program and then successfully obtain
their Commercial Driver’s License (CDL) and enter the industry.

The Basic Vocational Specialist certificate is 16 credit hours and consists of three courses: BRG-101, BRG-201 and BRG-202. They are scheduled sequentially back-to-back so students can complete the program within a semester. The outcomes of each course adequately align with the program outcomes.

The Vocational Specialist in Truck Driving Owner/Operator certificate was first offered in 2011 and is 30 credit hours. On top of the three BRG courses of the BVS, the expanded curriculum includes BRG-203: Defensive Driving Techniques (2 credits), and 12 additional credit hours in computer science, business and accounting. These were added to the certificate to provide graduates with introductory skills to be a successful business person.

The Department meets twice a year as a whole to discuss the outcomes from the past semester and to encourage input that will keep the program at a state-of-the-art level. All suggestions are considered for viability and agreed upon by the instructors in the department. The curriculum is reviewed by the Director and the Dean for suggestions and final approval.

**Alignment to General Education Outcomes**

The courses by their nature are highly hands-on. Each course requires students to analyze and interpret driving situations and come to the proper solution. The student must make decisions and act on them in an immediate fashion in order to have the competency needed to perform safely in the public domain. Critical thinking is needed at all times. Students develop high degrees of competency through repetition and simulation. Although the course is very specific in technology and skillsets, the methods of analyzing and problem solving are common to many professions and contribute to proficiency in the other General Education outcomes, such as reading and scientific literacy. The expanded curriculum of the VS Owner/Operator also adds writing and quantitative literacy skills.

**NEED**

**Labor Market Demand**

ECC’s truck driving program prepares students to enter the logistics field as drivers and delivery personnel. With this certificate and license students can operate any commercial vehicle both light and heavy duty. Demand for this type of employment has dramatically increased in the last five years and is projected to continue increasing. This demand is fueled by two major factors. First, with the economy slowly picking up, the amount of freight needed to be transported is increasing. Concurrently, driver retirements are increasing due
to the aging of the current workforce. In September 2015, The National Law Review reported that as of January 2015, the American Trucking Association states the current shortage of drivers was at 35,000 and projected to rise to 200,000 by 2020. ECC is able to handle increases in enrollment with current vehicle inventory and the addition of the driving simulator and lab.

Starting wages depend on the type of work being done and how much time will be spent at home. In 2014 The Bureau of Labor Statistics found salary ranges from $35,000 to $59,000 depending on the level of experience for local driving jobs. The American Trucking Association in January 2015 found an average range between $43,000 and $73,000 for drivers required to be away overnight. These are only averages as the top drivers with experience may earn over $90,000.

Employer Demand
Students in the program are highly sought to fill the needs of the industry. Upon completion, ECC students have multiple job offers and immediately enter the workforce if they so desire. About half of the graduates take positions with local employers and the other half accept the regional driving opportunities which pay higher salaries.

Student Demand: Enrollment
Interestingly, the program enrollment trend has preceded that of the college, peaking in 2009 rather than 2011. College-wide, enrollment has declined slightly since the end of the recession. The 5 year enrollment decline for truck driving 9% was smaller than the 17% decline for the college as a whole. Economic factors caused individuals to seek employment or re-employment in recession proof trades such as truck driving, which provided a valuable credential quickly. With a decrease in unemployment rates, enrollment falls. Classes were not offered in the summers of 2010, 2011, and 2014 which was a constraint on enrollment, reflected in the graph below. Enrollment trends are declining at all truck driving programs as state and county funded financial aid options are reduced.
Students must enroll in and complete all classes to test for their CDL. Because students automatically roll from the introductory class into the higher level courses, attrition is minimal. Highest enrollments are seen in the BRG-101 class and only slight reductions in enrollment are reflected in the 201 & 202 classes. These are mostly caused by medical issues which are discovered during their DOT physical exam, though other factors can be at play, such as financial aid issues. Additionally, the 201 and 202 classes were cancelled in summer 2014 (FY15) due to low enrollment resulting from unforeseen payment deadline issues, causing 8 students in BRG-101 to not be able to proceed. BRG-203: Defensive Driving Techniques is significantly lower enrolled. Currently, there is just a small number of students who continue on to pursue the Owner/Operator Certificate path.

The program expects enrollment to remain relatively stable. National economic issues can always affect enrollment in this program with any economic downturns directly increasing the demand for retraining and shifting of the workforce into this recession proof occupation. However, the program has also seen an increasing number of students in
successive classes that have experienced financial aid issues hindering their ability to continue. This seems to be a general trend as Illinois has less aid monies to allocate. The program continues to present options by companies that will offer tuition reimbursement, but many students still require a cash outlay or student loan.

**Completions, Licensure and Employment**

Most students choose to complete the basic certificate and enter the workforce. The number of certificates awarded rose through 2013 and has since declined. This generally follows the program’s recent enrollment pattern as the BVS can be completed within one semester.

![BRG Certificates Awarded, FY10 - FY15](image)

Demographically, certificate recipients are predominantly male, but are more diverse based on race/ethnicity and age.

![Race/Ethnicity](image)

![Gender](image)

![Age Groups](image)

The program has achieved a 100% licensure success rate in IL State testing for 9 of the last 10 graduating classes. Students in the program are highly sought to fill the needs of the industry. Upon completion the students have multiple job offers and immediately enter the workforce if they so desire.
Furthering Education
The Owner/Operator certificate program expands the students’ base of knowledge into other disciplines. Accounting, computers and business are all required to provide a broader base of knowledge beyond the basic driving skills. Our students are prepared to, and have, moved into trucking management positions with these additional skills. Specifically, the defensive driving course offers students the opportunity to expand their skills beyond the standard instruction of the driver BVS. The course is underutilized and has great potential.

COST-EFFECTIVENESS
Costs and Revenue
The program director maintains a detailed accounting of cost per student. The college provides a budget that is sufficient to effectively run the program. This budget is inclusive of variances in fuel and maintenance costs.

Steps taken to reduce costs
The addition of the driving simulator should reduce the operational costs of the trucks and may help with maintenance costs on the trucks.

Constraints and Additional Resource Needs
The biggest variable constraining the budget is fuel. Fuel costs will always add uncertainty to program operating costs. While we are currently experiencing low fuel prices, costs for the next five year period cannot be predicted with accuracy.

The program would like to expand to include Transportation, Distribution, and Logistics. As the program expands, the addition of a fulltime faculty member will be necessary. Currently, the program has a director but no full-time faculty.

QUALITY
Strengths
The program consists of 320 hours of instruction which is twice the required 160 hours of training. This makes ECC students more employable because they have had more on-the-road driving experience. The college owns the trucks driven by the students, and they may also be used for the CDL driving exam. Other programs are run only during the day, which limits participation by students who are currently working.

The program is the only one in the area taught by community college instructors; no other community colleges offer an equal program. College of DuPage and Harper College offer
scaled-down programs run by third parties which remain small in terms of numbers compared to ECC’s.

Students have the unique opportunity to speak with, and ask questions of the companies who they may be employed by in the future. Demand for ECC graduates is strong and the director receives more requests for drivers than can currently be filled.

**Student Retention**

Once students are in the program, they are likely to stay and complete the program. The student retention rate is 90 - 95%. Students withdraw from the initial BRG-101 class because of medical exam issues and/or loss of financial aid options. For example, someone who is an insulin-dependent diabetic cannot become licensed. The program director has pre-enrollment interviews with students to screen out as many of these issues as can be foreseen ahead of time. The college’s advising staff is also aware of these admission limitations.
Course Success
Overall the 5 year average success rate is 90%. As students continue to come to class, they are given the opportunity to practice the needed skills to pass the course until they are proficient.

As mentioned with retention, rates are slightly lower in the first course, BRG-101. Student’s grade success is secondary to skill development success; however we see a direct relationship between the two. Student enhanced skill levels result in higher grade levels and program success. Once students are successful, they tend to continue on and do well. It is not clear the rate fell more sharply in FY15 due to the financial aid issues and cancellation of low enrolled upper-level courses.

Success Strategies
Students who may be having a difficult time are offered additional assistance. Since the
training is specialized and doesn’t lend itself to traditional institutional tutoring, faculty can flex the pace and depth of the curriculum to help meet the needs of the individual. Instruction is best provided to the individual student, not presenting ideas to the class and expecting everyone to learn at the same rate. As an example, if a student needs help in one specific area, i.e. backing, shifting, their training schedule is altered to devote more time and instruction to this skill until the student has a sufficient level of mastery. Students are evaluated for progress every week so no one gets left behind un-noticed.

**Course Assessment**
Within the current review period, the program has not participated in the college’s formal course assessment process due in part to personnel changes within the department. As discussed within this program review, much assessment work is taking place during each course, and the director will work with the outcomes office to streamline these activities onto the college’s assessment forms for submission.

**Alternative Modalities**
The nature of the instruction as a performance-based skill does not lend itself to distance learning. However, the program’s driving simulator uses technology to provide a richer learning environment for our students.

**Collaborative Relationships**
The truck driving program assists ECC’s Visual and Performing Arts department by moving equipment needed for various shows and performances. The Elgin Children’s Theater also relies on the program for similar activities. Information is provided directly to the college’s Grounds Department with information to train any employees looking to obtain their license. The program collaborates with the Energy Management Program in displaying the “Green Machine” truck at various functions such as the Illinois Energy Management Fair and various other energy shows. The annual Elgin Toy Giveaway depends on the program to move toys from their collection locations to the Hemmens Center in Elgin for their annual free toy giveaway.

Program faculty belong to professional organizations such as the Illinois Trucking Association, National Association of Publicly Funded Truck Driving Schools, and Illinois Truck Enforcement Association. These organizations provide direct communication to keep faculty up-to-date with any changes in industry practices and provide advanced notice of proposed legislative or legal changes in the laws of the industry. Students are welcome and encouraged to join these organizations.
Innovations
The program’s innovation is providing state-of-the-art equipment for training and instruction through the use of the driving simulator and modern trucks representative of those being used in industry. The driving simulator will present various situations to students, such as tire blow-outs or adverse weather conditions. They can respond and receive feedback in a way that could never be produced in the real-life driving sessions. The department also acquired an air brake simulator which allows students to develop a thorough understanding of a commercial vehicle’s braking system.

Faculty also maintain subscriptions to various monthly industry newsletters which keep them informed of any new regulations and any proposed changes in the law. Many instructors are also currently working in the field and relate their opinions and insights to the program discussion on a regular basis. For example, there will be new laws going into effect in 2017 regarding electronic logging of driver’s hours of service and the devices that will be needed to comply. The program has direct insight to the implications of the legislation directly from the field.

Student Satisfaction and Engagement
Feedback from student evaluation forms indicates that all are satisfied or extremely satisfied with the way the program prepares them for the workforce. Respondents to the college’s career-technical follow-up graduate survey rate 95% satisfaction with aspects of the program. Also, returning students give us their feedback on how well they are prepared as compared to other newly graduated students from other local schools. Students credit their success to the quality instruction received in the program. On the CTE survey, 100% of respondents report finding employment of those seeking a job. Survey comments mention the great instructors by name and that they were all willing to share their experience and expertise:

- “Great school, great teachers, very reasonable, great program.”
- “It is great, what they bring in all together is an excellent fit for what they do.”
- “They know their stuff, really prepare you for whatever life hits at you.”

Advisory Committee Feedback
The program is committed to following current trends in the industry in several ways. The most important component of these is discussions with industry representatives. These companies visit regularly to discuss the needs and trends of the industry. An Advisory Committee is maintained which includes some of these companies along with other industry representatives in related and co-operational fields. This process has been in place for many years and allows the program to broadly gauge its methods and outcomes.
Minimally, the program meets with members once per year, but in most cases more than that. Membership is unique in that representatives are from out-of-state companies, trucking associations and railroad associations, in addition to local companies. Hence, meeting as a whole is impractical and is done individually by sector. These relationships allow the program to receive feedback as to how the students are performing on the job and what suggestions they have on future curriculum improvements.

For example, the Advisory Committee has confirmed the need for drivers who understand the importance of safety and can bring these skills and ethic to the job. In particular, all member emphasize the need for drivers who are skilled in backing vehicles safely. This is emphasized in the curriculum with numerous backing exercises that exceed the minimum concepts required by the state. In addition, classroom and driving instruction is always based solely on safety. Employers note that ECC’s graduates are trained in safety to levels they don’t normally see.

**Employer Satisfaction**

Feedback from these employers indicate ECC graduates are ready to perform and excel in the workforce without significant additional training. These outcomes are documented through feedback from the companies that employ ECC students and the willingness of companies to return for more potential employees. Employers have placed ECC’s truck driving program on their preferred hire list which will allow graduates to be hired without additional experience. There are numerous local companies who have generally not hired new graduates who have begun hiring from the program and now contact faculty to provide them additional drivers.

**PLANNED IMPROVEMENTS/GOALS**

**Next Year**

- Increase usage of driving simulator with students spending additional time driving in an expanded number of situations.
- Lay out an additional State skills course on the existing truck lot.
- Maximize space utilization on the skills course to maximize the number of students who can participate in the skills training at one time.
- Begin exploring the possibility of adding a fork lift training component to the truck driving certificate.
- Expand the number of local companies seeking employees from our program.
- Consult with the outcomes assessment office to begin a regular cycle of course assessment reporting.
• Explore the possibilities of achieving third party certification for the program through the Professional Truck Driving Institute.

Next Five Years
• Redevelopment of simulator lab to accommodate additional students for instruction and observation.
• Explore the possibility of adding a Fork Lift training component to the truck driving certificate.
• Continue replacement of driving equipment to stay current with the industry.
• Continue marketing the college’s career-tech programming with the use of graphics on trailers driven throughout the district.
• Explore the expansion of BRG-203: Defensive Driving by promoting the benefits to all truck driving students, not just the Owner/Operator program. Additionally, with the use of the Driving Simulator Lab, explore possibilities of marketing the course to local businesses for their drivers.
• Pursue the addition of a degree in Supply Chain Management, creating a Transportation, Distribution, and Logistics pathway. Using the existing program as a building block and possible Fork Lift training, a program could encompass all aspects of logistics from the business side through material handling and transportation.
• Simulator training for more of the faculty tutors will enhance their teaching skills. As simulator training becomes available, additional advanced training will allow full use of the capabilities during student instruction.

Support Needed to Accomplish Planned Improvements
Financial resources will be needed to accomplish many of these goals. Marketing and networking within the district also will help. The District community and employers need to be made aware of these new opportunities. Also full-time faculty would also help advance these goals.

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?
   Due to Department of Transportation (DOT) regulatory age restrictions, individuals under the age of 18 are unable to obtain a Commercial Driver’s License (CDL).
Furthermore individuals under the age of 21 are restricted from handling any type of interstate freight. For this reason, aligning with secondary education is not practical.

b) Does the program include academic & CTE content in a coordinated, non-duplicative progression of courses?
Yes. The program progresses in a logical order from classroom education to written State permit testing, then progresses to hands on driver training, concluding with State driving skills testing and CDL license procurement.

c) Does the program offer the opportunity for secondary students to acquire postsecondary credits (dual credit)?
No.

d) Does the program lead to an industry-recognized credential or certificate at the postsecondary level, an Associate’s degree or Baccalaureate degree?
Yes. The program leads to a State issued CDL license which is recognized and valid throughout the United States, Canada and Mexico. The certificate, with its 320 hours of instruction, is recognized by the industry as satisfying and exceeding the minimum 160 hour training guidelines mandated by the State of Illinois.
SUMMARY OF PROGRAM REVIEW RESULTS

CAREER & TECH ED PROGRAM REVIEWED IN ACADEMIC YEAR 2016

Program Identification Information

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Action

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

Physical Therapist Assistant (PTA) Program at ECC

Physical therapist assistants are licensed healthcare providers who assist in delivering high quality physical therapy services under the supervision of a licensed physical therapist. Clinical practicum rotations and other learning experiences include use of technology and online instructional enhancements, lectures, discussions, small group activities and guided laboratory practice to prepare graduates for employment in a variety of clinical settings. Upon degree completion, students are eligible to sit for the National Physical Therapy Examination offered by the Federation of State Boards of Physical Therapy. ECC’s PTA program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE).
FY11 Goals for Improvement (from previous Program Review Report):

- Revise clinical course outcomes.
- Program restructuring to move from one all-encompassing course to several more specific and focused courses.
  - For example, replace the first semester course PTA-120 (Physical Therapist Assisting I) with several courses, such as PTA Pathology I, PTA Mobility Training, PTA Professionalism and Documentation, and PTA Range of Motion.
  - For the second semester, PTA-122 (Physical Therapist Assisting II) would be replaced with courses, such as PTA Modalities I, PTA Electrotherapy, etc.
  - This concept has been thoroughly discussed with the full-time faculty and will make the program more viable, increase CAPTE compliance, allow for more accurate assessment, and improve program organization.
  - Curriculum restructuring will require 2-3 years to complete. The clinical course outcomes will be revised within 1-2 years in accordance with the didactic changes.
- Increase signed and completed clinical site legal agreements toward target of 160. The program director continues to work on acquisition of clinical sites. Currently there are 3-4 agreements in the ECC Legal Department for review and signature.

Progress toward goals:
- Clinical course outcomes were reviewed and updated.
- The program restructured, adding PTA-112: Documentation Communication to the first fall semester and PTA-114: Pathology to second semester each for three credit hours.
  - Other course divisions outlined in 2011 have not been made.
  - The program discussed developing a half to one credit Tests and Measures course consisting of lab exams required for the semester.
  - As this would add credits to the already full program, it requires further review and planning.
- The number of signed clinical contracts increased to 52, still short of the program’s goal and level of need.

Additional Accomplishments since FY11:
- Special celebration of National Physical Therapy Month in October 2014: Senator Noland and a staff member visited campus and participated in a discussion and demonstration by our PTA students.
• Hosting physical therapy continuing education courses on campus that are convenient, reasonably priced, and provided by approved organizations. Have offered 9 continuing education courses since 2013. ECC’s 2013 Report to the Community featured an ECC PTA graduate and a PTA Advisory Committee member discussing these CEU courses for physical therapy community members.

• Grant awards funded two second year PTA students to attend the February 2015 Combined Sections Meeting of the American Physical Therapy Association (APTA) and one second year PTA student to attend the National Physical Therapy Student Assembly in Fall 2015.

• Achieved a 3 year weighted average ultimate licensure pass rate for 2013-2015 of 95%.

• An article “Complementing the PT/PTA Team through Clinical Education” by Tina Jonas in a July, 2013 Illinois Physical Therapy Association publication cited ECC student clinical placements and PTAs as part of the healthcare team.

• PTA students participated in the annual Miami-Marquette Challenge in 2013, 2014, and 2015. Students compete against other schools to raise the most funds for the Foundation for Physical Therapy.

OUTCOMES/CURRICULUM REVIEW

Learning Outcomes
Upon completion of the program, graduates will be able to:
1. Provide accurate, appropriate and safe interventions under the supervision of a physical therapist.
2. Demonstrate proficiency in problem-solving and critical thinking skills regarding patient care.
3. Practice effective communication skills in the clinical setting with members of the healthcare team, patients, and their families and provide appropriate education.
4. Develop a professional code of conduct regarding their role as a PTA, which includes ethics, safety and life-long learning.

How Learning is Assessed
Multiple evaluation tools include patient scenarios, skill validations and lab examinations, daily self-participation assessment, written assignments and projects, written tests, research assignments, group activities, and clinical components with actual patient interventions and experiences under the supervision of a licensed PT/PTA in a clinical setting. Emphasis is on clinical thinking, analyzing, clinical reasoning and problem solving skills, and the ability to develop a plan and work within a provided plan of care ethically, functionally, and legally.
Outcomes are demonstrated by students through faculty developed course examinations, skill practice and skill validations which includes a patient scenario followed by a lab examination which includes a patient scenario, evaluation of clinical performance using a standardized APTA Clinical Performance Instrument, research projects, presentations and group activities, course required participation and reflective papers/learning. The high licensure pass rate for the past five years demonstrates that graduates are achieving program outcomes.

Review of Current Curriculum

The PTA program has four faculty: two full-time and two adjuncts. A general consensus is sought prior to any major curriculum changes because of the impact on all instructors. There may be some significant changes in the next five years but at this time there are no specific changes planned. The program seeks to improve instruction to better meet student needs and consults with the advisory committee on such ideas.

Adjunct faculty have full-time jobs, so scheduling meetings for the full staff is challenging. The curriculum is discussed frequently by full-time faculty. Until 2015, the full time instructors met twice a month to discuss any issues, concerns, curriculum, and outcomes. The plan for spring 2016 is to schedule at least monthly meetings and encourage adjunct faculty to join as available. Discussions do occur weekly based on experiences of adjunct faculty or a student in clinical, or an article read—impromptu meetings are ongoing within the department related to trends and the profession of physical therapy and the changing healthcare environment. The program director meets with adjuncts individually to convey information and receive input from all staff.

Still under consideration are some possible changes for improvement:

- Adding a test and measures course for .5 or 1 credit per semester to accompany PTA-120, PTA-122, PTA-231 Physical Therapist Assisting III, and PTA-241 Physical Therapist Assisting IV for lab exam testing and skill validation prior to lab examinations.
  - This would provide a set time/course to include these required skill elements. The problem is finding credit hours in order to add this to the program.
  - Currently, all skill validations and lab examinations are completed outside of regularly scheduled class/lab time and require one-to-one instructor time with each student to ensure accurate evaluation.
At this time, faculty continue to brainstorm a possible structure. The program has considered removing PHC-109: Physical Fitness for .5 credit in order to have that credit time for test and measures.

- Adjusting the sequence of courses so that PTA-125 Kinesiology is moved from summer semester to either the previous spring or the following fall semester.
- Moving clinicals to the final semester so there would be two full-time clinical experiences of 16 weeks at 40 hours/week for a total of 640 clinical hours, exceeding minimum requirements for licensure.
  - Or 15 weeks and 600 clinical hours (the minimal acceptable number for licensure).
  - Or 15.5 weeks of clinicals and PTA-250: Physical Therapist Assistant Seminar in the final semester.
  - This would still require moving PTA-241, currently in the final semester, to an earlier semester and require PTA-250 to be adjusted.

Alignment to General Education Outcomes
Each course in the PTA program contributes to one or more of the general education outcomes. Reading, Scientific Literacy, Critical Thinking and Writing skills are incorporated throughout the curriculum and emphasis increases as the student progresses through the curriculum. Information Literacy/Technology is also dispersed throughout the curriculum.

NEED

Labor Market Demand
According to the Bureau of Labor Statistics, employment for PTAs is projected to grow 41% from 2012 to 2022, much faster than the average for all occupations. Employment projections for Northeast Illinois is a 34.6% increase from 2012 to 2022.

PTA employment is changing as healthcare implements the Affordable Care Act. Healthcare organizations are merging and increasing in size which impacts where positions are available. Changes in Medicare/Medicaid also impact demand for physical therapy services. There is an increase in wellness and preventative care which is a positive trend for physical therapy. People are living longer due to advances in healthcare, also positive for physical therapy, as older people want to remain more active longer. Hospitals are decreasing the length of stay for patients and transferring them to outpatient and other community settings which impacts the location of PTA jobs.

Employer Demand
Since 2007, 100% of licensed graduates who sought employment were employed within 6 months of receiving the state license. This is a quality measure the program must document as part of its accreditation. The same figures are found on the Career-Technical Graduate Follow-up Survey conducted by Institutional Research. 10 of the 11 graduates responding to the survey indicate their job is outside of the college’s district, but all report satisfaction with the job.

**Student Demand: Enrollment and Retention**

Enrollment in the program is limited by the number of available clinical sites as well as program accreditation requirements. Each year there are approximately 85 applicants for the 20 available openings for new students.

The five semester program is based on a cohort model. Upon admission in the fall, each cohort completes the program together. Retention is monitored at this cohort level. The program’s student retention rate has averaged 85% over the past five years from admission to graduation with a range from 75% to 100%. New accreditation standards require the program maintain a minimum rate of 60% averaged over two years.

**Student Demand: Completions & Licensure**

Only those who have graduated from an accredited PTA program are eligible to sit for the state licensure examination.

![PTA Degrees Awarded, FY10 - FY15](image)

A PTA program graduate then must successfully pass the state licensure examination in order to be employable as a PTA. The 3-year weighted average pass rate per the Federation of State Boards of Physical Therapy (FSBPT) for 2013-2015 is 96%. 2016 accreditation standards require the program maintain a minimum licensure pass rate of 85% averaged over two years.
PTA graduates are more likely to be female and are underrepresented for Latino and African-American students as compared to ECC’s population. More than half are under the age of 30, but are more likely to be slightly older than “traditional” college age.

Furthering Education
The PTA professional community has continuing education needs. Hosting physical therapy continuing education courses on campus benefits ECC PTA graduates, the faculty, and other physical therapy community members. Additionally, the professional path to pursue a degree in Doctor of Physical Therapy requires completion of a bachelor degree and additionally either completion of a specifically designed “Bridge Program” (Finley College of Ohio offers such a program) for an additional 3-4 years, or admittance and completion of a DPT program which could be an additional 2-5 years depending on the DPT program structure.

COST-EFFECTIVENESS
Costs and Revenue
Revenue has increased as the college’s tuition has increased. The cost of full-time faculty has increased $27,477 over the last four years. The part-time faculty, skill validator, and in-class tutor position costs have decreased $3,800 since 2014 due to some changes in staff. The operating expense budget has decreased 30% since 2012 (from $33,441 to $23,555 in 2016), including a 14% reduction from 2015 ($27,345) to 2016 ($23,555). The current operating budget must be closely monitored to ensure that adequate supplies will be available for students to meet learning outcomes in a safe manner.
Steps taken to reduce costs
The program moved into a brand new space in 2012 and additional lab equipment was purchased through referendum funds at that time. Periodic maintenance is done on the equipment where appropriate to preserve its functionality. The program accepts donations to assist in cost-effectiveness. Most recently two walkers were donated that will replace outdated equipment that cannot be repaired. The PTA program also uses filtered distilled water prepared by the dental assisting program in the hydro-collator machines instead of purchasing distilled water. The program borrows a special pump from the massage therapy program to inflate Swiss balls used in the classroom. In addition, the program shares their laptop computers with the dental assisting program to reduce technology expenses.

Constraints and Additional Resource Needs
The Commission on Accreditation in Physical Therapy Education (CAPTE) requires that the program employ two full-time employees. Because of the nature of the program’s content and the need to assure that students are competent in their skill development, heavy instructional contact hours are necessary. If the program were able to admit additional students, the college may see some savings; however, this would also be dependent on acquiring a proportionate number of clinical site agreements which is extremely difficult.

Neighboring McHenry County College will be opening a PTA program in fall 2016, and it is expected that competition for clinical sites will get even tougher. There also could be a reduction in the number of students applying to ECC’s program. Currently, about half of the PTA students are not residents of District 509. Only a few students in each year’s cohort are direct from high school.

QUALITY
Strengths
The integrated structure of the program allows for clinical learning simultaneously with academic learning which enhances overall program retention and success. There are 3 separate clinical courses, one in the second semester, one in the 4th semester and a final full time clinical in the 5th semester. The clinicals are progressive as students gain knowledge and skill. During the second semester students complete 144 clinical hours twice a week; fourth semester they complete 240 clinical hours three days a week and in the final semester, they are complete six weeks of full time 40 hours week Monday through Friday. The clinical courses help inspire students as they directly see their clinical progress and how the academic content contributes to their success.

A variety of instructional methods are used in the classroom to promote and encourage
active learning. Small group activities, case studies, role playing, group discussions and audio-visual materials are some examples. As a cohort, students develop strong, supportive relationships with each other.

Each student is required to pass each test/quiz with a minimum of 75%. Results are reviewed to ensure content is mastered. This occurs in the classroom as a group and may also occur individually if a student is struggling more. If they do not meet the minimum score, the quiz/test must be retaken on another day but within one week. The student must pass the next time with a minimum of 75%, though it is the grade from the first attempt that counts, not the retake. This is to ensure the student is best prepared with the content needed to progress through the program.

Course Success
The program consists of 12 PTA courses over five semesters. The curriculum standards are guided by CAPTE. The curriculum utilizes evidence based educational research in physical therapy to prepare the students as effectively and competently as possible for the knowledge, values and various skills needed for practice in physical therapy. Students must successfully complete each course in the program.

PTA-120: Physical Therapist Assisting I has the lowest success rate because it is the first semester main content PTA course. The first semester courses (PTA-120 Physical Therapist Assisting I, PTA-110 Therapeutic Exercise and PTA-112 Documentation Communication) are foundation courses. The content is new and challenging, and many students have little or no healthcare background prior to entering the program. The first semester courses are inter-connected, and successful completion of all first semester PTA courses is required in order to progress to the second term. Success rates for first semester courses range from 85% to 100%.
The third (summer session) and fifth semester courses have all had a 100% success rate since 2010. The fourth semester courses have all had a 100% success rate since FY12.

**Success Strategies**

Strict entrance requirements and selective admission helps to ensure the students who start the program are adequately prepared to succeed. As part of their admission packet, students must also document 10 hours of observation in a physical therapy setting. They must meet minimum competency requirements in math, reading and English, and score greater than the 25th percentile of the PSB-HOA exam. Prospective students must attend an information session hosted by the program, and then will attend two orientation sessions (May and August) before the classes begin in the fall.

Many conversations have occurred within the department regarding retention and student success. The program works diligently to assist students so they will be successful while ensuring that the graduate will be capable of passing the licensure examination. Each faculty member and the program director are all available to assist students throughout the program. The Health Professions division also employs a Retention Specialist.

If a student is struggling with testing and academics, there is a self-assessment form used by faculty to help the student and instructor identify where the lack of knowledge might be occurring. This then offers strategies to assist the student in being successful. There is a remediation process for failed lab examinations (less than 75%) and any failed skill validation.

Students are able to sign up for a supervised individualized practice sessions or group practice sessions for technical skills. To help prepare students for lab examinations they need to demonstrate competency in the skill to a classmate who must sign off on that skill prior to the student demonstrating for a skill validation (pass/fail) from a staff member. The
student can then progress to the graded lab examination.

The retention specialist is quickly alerted when a student is identified who may be experiencing some difficulty. The college’s Wellness Professionals are also contacted immediately as appropriate. Every effort is made to ensure the student has support as quickly as possible. The program stresses the need for students to take care of themselves as a means to take care of others.

Individual advising sessions with either the full-time faculty or the program director occur each semester to ensure the student’s needs are being met and help identify any situations which may need resolution. Informally, faculty are available to students for questions and concerns during office hours, via email, and by phone. Faculty are frequently contacted by students in the evening and on weekends. Full-time and part-time faculty are very dedicated to the success of each individual student in the program.

The Academic Coordinator of Clinical Education (ACCE) attempts to visit each student at each of their sites at least once during each clinical course to ensure student success. This visitation happens early in the courses so that any problems can be identified as quickly as possible and resolved to support a positive learning experience. The visit also serves to mentor the clinical instructors and help develop partnerships with the clinical community. The ACCE is available to both the student and the clinical instructor via e-mail and personal cell phone to help promote student success.

Challenges to student success often relates to students’ other life responsibilities, especially for a returning student who must work and/or has family obligations. Students with psycho-social issues or medical issues are more likely to fail or withdraw from a course and the program. The retention specialist and wellness professionals are indispensable to the program and the ultimate success of the students. The retention specialist offers support for the student and support and guidance to the instructors as appropriate.

**Improvements by Course Assessment**

The program must comply with rigorous assessment standards outlined by CAPTE; measures include those already mentioned in this report, such as program retention and licensure rates. The PTA program also participates in the college’s course-level assessment protocols annually. Findings have informed practice and curriculum design to improve student outcomes.

Assessment of PTA-241: Physical Therapist Assisting IV in Spring 2015 demonstrated a weakness in the area of gait and gait deviations with patient related and prosthetic related causes. This ultimately resulted in changes to the summer PTA-125: Kinesiology course to
restructure the gait module to increase focus on specifics of gait, gait analysis and deviations.

PTA-125: Kinesiology assessment resulted in revision of the instruments used to assess content learning in the course (pre- and post-testing). Addition of actual case scenarios helps the students apply the knowledge and understand the concepts more quickly.

Other findings suggested small improvements such as addition of more role-playing activities to enhance student learning and application, and a rubric revision for projects to clarify project expectations. Students also use a newly developed form to provide feedback to each other to document their knowledge and skill providing postural awareness.

**Alternative Modalities and Scheduling**
All PTA courses are D2L online enhanced but all are face-to-face courses with no immediate plans to alter the presentation format. The program plans to reschedule the Therapeutic Exercise (PTA-110) course from Thursday to Wednesday morning to better meet student needs related to academic and work schedules.

**Collaborative Relationships**
Collaboration is a key component of health care. The program fosters a collaborative cohort among the students and promotes the mentoring of first year PTA students by second year PTA students.

The program is developing a collaborative experience between dental assisting students and first year PTA students for Fall 2016 as part of PTA-120. In this course, PTA students learn about wheelchairs and how to transfer patients with various disabilities. The dental assisting students will learn how to manage wheelchairs and how to transfer clients with disabilities into the dental chair by receiving instruction from the PTA students. Faculty for the two separate courses are collaborating to ensure course outcomes are achieved as well as the session outcomes for all participants.

The program would like to develop similar collaborative events with massage therapy and perhaps radiography. Additionally, the program would like to develop a collaborative event with the DPT program of Northern Illinois University in DeKalb. In the past ECC’s PTA Program Director gave a lecture annually to the DPT students regarding the role of the PTA and the preferred PT/PTA. Because staffing changes at NIU, this has not occurred in the past 3 years. The PTA director would like to rekindle this relationship and perhaps further develop events to involve the student groups directly.

**Innovations**
It is a goal of the program for students to develop creative problem solving skills. They are provided with case studies and discussions to promote entrepreneurial thinking on how to handle the ongoing changes in health care such as developing new methods to provide physical therapy services and educate the public on physical therapy.

Innovative tools are incorporated into instruction. The program purchased an IPad for application in the classroom and an electronic documentation computer program is available for students and instructors to use. Students also utilize online research resources for clinical practice strategies which is available on the American Physical Therapy Association website.

The program invited a member of the Illinois Physical Therapy Association to present current legal and societal updates regarding physical therapy and the impact on physical therapist assisting. State Representative Nolan was also invited to a PTA classroom session during National Physical Therapy Month to promote advocacy and grassroots awareness and the importance of legislative involvement.

**Student Satisfaction and Engagement**

Of graduates that responded to ECC’s Career Tech Graduate survey, 91% were satisfied with job preparation and the lecture/lab experiences. 100% were satisfied with content of the program’s courses and the equipment, facilities and materials. Written comments were positive:

- “The PTA program was extremely organized and prepared me well for my board exam as well as the skills I needed for my career.”
- “I highly recommend the program to anyone considering this career choice.”

**Advisory Committee and Employer Satisfaction and Feedback**

The PTA Advisory Committee meets once in the fall semester and once in the spring semester and communicates in between meetings via email. The advisory committee offers curriculum support and program and course outcome review. Members were appraised of the work and progress done to complete this program review. The committee is comprised of members employed in a variety of community organizations that provide physical therapy services such as hospitals, private practice, large corporate physical therapy chains, skilled nursing facilities, etc. Members are licensed physical therapists, licensed physical therapist assistants, business owners, clinical coordinators at their organization, clinical instructors, past graduates, and ECC employees.

The Committee has provided updates related to ongoing insurance issues such as a particular company not providing coverage for PTA treatments/interventions. This is also
something that the APTA (American Physical Therapy Association) as a professional organization is continually working on to ensure quality physical therapy available and reimbursed appropriately.

The Advisory Committee has been positively impressed with the quality of ECC graduates and their ability to gain employment. Students are well prepared for the healthcare world and some secure employment offers prior to graduation. Currently, two second year students just completing the 4th semester (of five) have both been asked to contact their past clinical site after graduation for employment. One has been offered PRN/contingent employment post-graduation while studying for the licensure examination.

According to an employer survey conducted with Institutional Research in 2013, 67% of those that responded would be willing to accept PTA students from ECC suggesting that overall the employers were satisfied with ECC graduates. Unfortunately, there was a limited response to this survey and another is planned for spring 2016. This survey is a requirement of CAPTE.

**PLANNED IMPROVEMENTS/GOALS**

**Next Year**
- Review the newly revised PTA Program Goals and Expected Outcomes
- Update all PTA course outlines and course outcomes in CurricUNET
- Implement an Inter-professional activity between PTA & dental assisting, Fall 2016
- Collaborate with institutional research to update the employer survey
- Recruit and secure additional affiliation agreements to support student clinical experiences and meet CAPTE requirements

**Next Five Years**
- Continue discussions regarding the process of skill validations/lab examinations.
- Develop an online information session to supplement the required in-person information sessions.
- Develop an online resource of frequently asked questions related to the PTA program.
- Develop simulation training options using the nursing department simulators for more hands-on learning related to patient scenarios.
- Collaborate with another ECC health profession program to develop another inter-professional learning experience in addition to the dental assisting collaboration.
• Collaborate with a DPT program to develop an Inter-professional experience between DPT students and our PTA students.

• Develop 1-3 continuing education PowerPoint learning modules which will provide IPTA approved CEUs for clinical instructors to meet CAPTE requirement of providing education to clinical instructors.

• Develop an annual event for clinical instructors offering free continuing education on campus to promote collaborations and partnerships and meet CAPTE requirements of providing education to clinical instructors.

• Develop an annual event for graduates to promote future partnerships as clinical instructors.

• Continue to monitor and revise the admission process to enhance students’ successful completion of the program.

Support Needed to Accomplish Planned Improvements
Financial assistance will be required to develop free continuing education events for clinical instructors and an event for alumni to promote future partnerships as clinical instructors. Computer assistance will also be needed to develop quality online content for CEUs. The program will need to hire additional part-time adjunct faculty if new courses are developed for the skill validation and lab examination concept.

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?
   Yes. A formal program of study for the Physical Therapist Assistant degree is in place for high schools in districts U46, D300, D301 and D303.

b) Does the program include academic & CTE content in a coordinated, non-duplicative progression of courses?
   Yes. The curriculum standards are guided by CAPTE. Course content is spread over five semesters of increasing difficulty, skill level and clinical experience. The degree is comprised of general education requirements chosen to complement skills needed in the profession.

c) Does the program offer the opportunity for secondary students to acquire postsecondary credits (dual credit)?
Somewhat. Students can study for and obtain a BNA license while in high school which can prepare them for entry into the Physical Therapist Assistant degree program. While in high school they can enroll in BIO-110 Principles of Biology, BIO-245/246 Human Anatomy and Physiology, and/or HPE-112 Intro to Healthcare Vocabulary.

d) Does the program lead to an industry-recognized credential or certificate at the postsecondary level, an Associate’s degree or Baccalaureate degree?
Yes. Successful completion of the PTA program leads to an AAS degree in Physical Therapist Assistant, allowing the graduate to sit for the state PTA licensure examination required for employment.
Elgin Community College – District 509

CTE PROGRAM REVIEW REPORT TEMPLATE

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SUMMARY OF PROGRAM REVIEW RESULTS

CAREER & TECH ED PROGRAM REVIEWED IN ACADEMIC YEAR 2016

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Action

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

Histotechnology Program at ECC

The histotechnician is responsible for processing surgical tissues, biopsies, and autopsy specimens for microscopic review by pathologists. Illnesses such as cancer or serious infections can often be detected by the arrangement of cells in a tissue sample. The Histotechnology Program of Elgin Community College provides a quality education which integrates general education and professional courses with hands-on experience to prepare graduates with the technical skills needed to work in a variety of histology laboratories. Students who successfully complete the Associate of Applied Science degree in Histotechnology, or hold an associate degree or higher and complete the Vocational Specialist Certificate in Histotechnology, will be eligible to sit for the national histotechnician certification exam administered by the American Society of Clinical
Pathology (ASCP). The Histotechnology Program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). The histotechnology program began at ECC in the fall of 2009.

**FY11 Goals for Improvement (from previous Program Review Report):**

- The Histotechnology program will continue to add additional pieces of equipment on campus for additional hands-on training opportunities.
- Plans are in place to offer job shadowing to new students to determine their level of commitment to the profession.
- Improvements are scheduled to be in place by April 2012.
- As healthcare systems continue to merge, the number of clinical spots available for student training is decreasing. This trend may impact long range plans to expand the program.

**Progress toward goals:**

- Since 2011, the Histotechnology program has added an additional embedding center, tissue processor, an automated stainer, and a cryostat. The tissue processor, the automated stainer, and the cryostat were all generously donated to the program. The only item purchased was the embedding center. With the addition of this equipment, students are able to more efficiently and effectively learn and practice their skills.
- When students inquire about the Histotechnology program, the director attempts to make sure they understand the role of the Histotechnologist. If they seem uncertain, they are encouraged to visit a class, or attend a job shadow. This way, they can have a better understanding of the program demands, as well as the career path.
- The number of clinical sites has increased since 2011, however this is an ongoing process that needs to be continually assessed. The clinical setting is always evolving, requiring attention towards building and nurturing clinical partners.

**Additional Accomplishments since FY11:**
The program is very proud that one of its students was selected to serve as an ambassador for the American Society of Clinical Pathology from a large group of applicants. As an ambassador, this individual is expected to go out into the community and talk to students in middle and high school regarding what a histotechnician does as a part of the health professions team. In addition, two former students have entered into the advanced program of Pathology Assistant, a highly competitive area of study for which they were prepared at Elgin Community College.
As of 2012, the program is fully accredited by the National Accrediting Agency of Clinical Laboratory Sciences (NAACLS).

The program has continued to add additional clinical sites since the last program review. To date, there are clinical sites in all three hospitals in Rockford (Rockford Health System, Swedish American Hospital, and OSF-Saint Anthony Medical Center) and Loyola University Medical Center and Rush University Medical Center have been added. A local business, Derrick Dermatology, has recently employed three program graduates in their Histotechnology Lab.

OUTCOMES/CURRICULUM REVIEW

Learning Outcomes
The goals of the histotechnology program are that students will:
1. Demonstrate basic knowledge necessary to obtain a passing score on the American Society of Clinical Pathology (ASCP) national certification exam.
2. Process specimens independently.
3. Apply test/theory principles in the performance of diagnostic procedures.
4. Follow established laboratory safety policies.
5. Organize and prioritize tasks appropriately.
6. Initiate measures to correct technical problems.
8. Convey written and verbal information to others in a timely manner.
9. Follow written and verbal instructions accurately.
10. Use technology to operate equipment and manage information.
11. Develop a sense of responsibility to the patient and the employer
12. Treat co-workers with respect.
13. Maintain professionalism in appearance and conduct.
14. Remain adaptable to changes that occur in the profession.
15. Grow intellectually through continuing education.

Demonstrated Outcome Achievement
All program outcomes are addressed within the course curriculum. Students are expected to practice their skills in the student lab each week for a minimum of two hours. They gain experience and confidence by reviewing and offering feedback on each other’s work. Students are expected to demonstrate mastery of embedding, cutting, and staining by the end of their clinical experience.

Review of Current Curriculum
The program’s curriculum was reviewed in its entirety by NAACLS in September, 2015 during their accreditation review and site visit. The recommendation was made to add Immunohistochemistry Staining to the curriculum content. With the rapid advancement of technology, this testing is currently done in most histotechnology labs, therefore it is imperative that this topic is introduced to the students. This content will be added to the existing special stains course.

Alignment to General Education Outcomes
Courses within the Histotechnology program cover the college’s general education outcomes particularly for critical thinking. Most of the courses show moderate to high emphasis, except for the embedding and cutting courses. These courses are more “hands on” and include less reading, writing and information literacy.

NEED

Labor Market Demand
The Histotechnology program prepares students to become a Histotechnician (Associate’s degree) or a Histotechnologist (Bachelor’s degree). Many of the students enter the program having already earned an associate’s degree or higher, generally in the sciences. Upon completion of the program, they are ready to sit for the ASCP certification exam. The demand for histotechs is increasing, especially since the accreditors changed the requirements for this profession. All histotechnicians must attain an associate’s degree or higher, and must become certified to work in the laboratory. The job outlook for the next ten years shows increased demand of up to 16% in this field.

A few reasons why there is an increase in the demand for these medical professionals is retirements, not enough individuals that have gone through accredited programs, and an increase in the number of dermatology clinics with the rise in skin cancer screening and diagnoses.

Student Demand: Enrollment
The Histotechnology program continues to be very popular, with more applicants than available seats. The program begins in August (fall semester), and is usually filled with a waitlist by mid-April. The size of each cohort is limited to 14 students selected competitively. They must meet minimum competency requirements in math, reading and English, and score greater than the 25th percentile of the PSB-HOA exam.

The program could potentially admit more students, but it would need to increase the number of available clinical sites.
ECC’s overall enrollment peaked in spring 2011 and then tapered off with the effects of the recession. As seen in the chart above, enrollment fell uncharacteristically due to one course, HST-131: Histotechnology Practicum I, where there were not enough clinical sites available in the spring, therefore the students had to take HST-131 in the summer.

Completions & Licensure
The Histotechnology program has had a 100% retention and completion rate (admission to graduation) for the last five years. If students are going to drop, they usually do so in the first few weeks, which has only happened once in the past five years. All students that have started, finish the program.
Additionally, program graduates have had a 100% pass rate on the ASCP certification exam over the past three years.

HST completers are more likely to be female and are underrepresented for Latino and African-American students as compared to ECC’s population. Just under half are under the age of 30, and are more likely to be slightly older than “traditional” college age.

**Employment**

ECC graduates that actively seek employment in this field are finding jobs. However, they may start out in part time positions, or at times, not the desired work shifts, but once they gain work experience they are finding acceptable employment. Many times, the program’s clinical sites will hire graduates if they have openings available. Of the 17 respondents to the college’s Career-Technical Graduate Follow-up Survey, 14 report full-time employment in the field, 1 is employed part-time and two are not seeking employment. Only 5 report their job is within the community college district and 1 is out-of-state.
Furthering Education
Many of the students applying to this program already have an associate’s or bachelor’s degree in biology or chemistry. Individuals with such degrees without specific skills seem to have difficulty finding employment. This program provides skills that lead to jobs with family sustaining wages. Once certified as a histotechnician, an individual can pursue additional education through a bachelor’s degree to become a Histotechnologist.

COST-EFFECTIVENESS

Costs and Revenue
The program’s budget has remained fairly constant over the last five years. When preparing for the move to the new Health and Life Sciences facility (building A) in 2012 there were several large purchases (embedding center and automatic stainer) to equip the lab, which have resulted in additional maintenance costs for upkeep each year.

Assuming that Histotechnology program enrollment remains stable over the next five years, there are no significant changes in ongoing expenses predicted. The recent reaccreditation by the NAACLS is valid through 2023, so accreditation-related costs should not fluctuate significantly over the next five years. However, in order to stay current the program would like to purchase one automated microtome. Also, should more students be admitted, the purchase of a few more manual microtomes will also be necessary.

Steps taken to reduce costs
The Histotechnology program is fortunate to receive donations of equipment and supplies from its clinical partners. Without this assistance, the program would not be able to provide all of the hands-on learning experiences to students. The department has begun to limit the purchase of special staining kits; instead, faculty and students will create the kits for lab use themselves from chemicals bought in bulk.

Constraints and Additional Resource Needs
There is physical space to increase enrollment in the Histotechnology program; however, the number of affiliation agreements with clinical partners is limited. If the college were able to secure additional agencies for clinical training the program could admit additional students, resulting in increased revenue and apportionment funds. An alternate option would be to charge an instructional fee to offset the faculty cost of courses with high contact hours. Students pay tuition by the credit hour, though faculty are paid by the contact hour. At present, the Histotechnology courses represent 19 credit hours and 35 contact hours. The administrative program director is assigned to 10 of the 35 contact hours in program which results in a significant faculty savings.
The recommendations from the accreditation visit included the suggestion of adding a full-time Histotechnology staff member; however, due to budgetary constraints, the program is unable to hire another staff member at this time.

The program would like to increase the number of students, and offer an on-line option to help meet demand, however this would require additional clinical sites and other resources. The addition of a distance learning component for the Histotechnology program will most likely incur additional expenses for clinical preceptors. There are no other anticipated programmatic changes at this time that will require funding.

QUALITY

Strengths
The Histotechnology program was recently re-accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) through 2023. The program received no deficiencies on the site visit. The objectives of the Histotechnology program are being met, as verified by the 100% pass rate of our graduates on the ASCP certification exam over the past three years.

Student Retention
The Histotechnology program has had a 100% retention rate for the last five years. Students who do not successfully complete an HST course will re-enroll in a subsequent term, not reflected in the chart below.
Course Success
Along with the program’s 100% completion rate, students do extremely well in the courses. Students who do not finish a course (which has happened for personal reasons and the year of a lack of clinical spots) will complete it the next term, also not reflected in the IR stats below.

Success Strategies
At the beginning of the semester, the health professions retention specialist will talk with the students about test taking skills, time management, and studying. This is especially good to give students some new or additional strategies. Also, students are expected to come in on a weekly basis and practice their skill set. They must pair up with at least one additional student. This is for safety, and also develops team work which is an extremely important skill in the lab. The instructors always do a wonderful job of creating community in the classroom, so there is a strong sense of unity developed from the start. Also, previous students are invited to come in and help “mentor” the new students on Saturdays, which really seems to create a unique learning environment. This also takes some pressure off of the instructor, who can then do more one on one with those in need.

Improvements by Course Assessment
The program has regularly participated in the college’s formal course assessment process. Overall, the main findings from the course assessments were that when students develop their cover letters and resumes in HST-113: Histotechnology Topics II, they need to employ the help of career services. Within the embedding and cutting courses (HST-121 & 123), it was determined that students need to focus on their attention to detail as they label and cut their slides. Some of this develops with practice, but other areas really require careful focus while practicing. Faculty have also learned they need to better monitor the student’s practice time for accuracy and precision, and be sure to return graded items on a timely
basis. Lastly, time for lectures has been reduced to balance and give students more time for hands-on skill development, a request that came through on feedback surveys and evaluations: “more hands on with the staining class. We were divided into two groups, six in each group. Too many for a group setting - one person would have control while the other five watched.” This comment also speaks to the need of having enough equipment available.

Within the courses, there is an enormous amount of grading to do, especially as the semester progresses. Faculty have developed different ways to streamline the grading process by utilizing peer review, random spot checks, and having students organize specific items for grading. Since the faculty rotate teaching assignments, it could be four weeks before an instructor is back with the students. They need to know how each and every student is progressing through the program. Therefore, it is critical that they grade on a timely basis, and communicate to one another on student progress from week to week.

**Alternative Modalities**
The program has worked hard to put all lecture material and many supplemental materials on D2L. The platform is used extensively in the Topics 1 & 2 classes, somewhat in special staining, and very little in the embedding and cutting classes. Students submit homework into the drop box, do online quizzes off site, and are required to do extensive discussion boards while attending their clinical sites. The goal is to share things that one student may have an opportunity to see or do and another may not. The discussion board is meant to also keep all students in the loop and provide all students a more well-rounded experience. At first, the posts were not very worthwhile, but changing the discussions to be a greater portion of the student’s grade has greatly improved them. This has become a valuable addition to the clinical experience, since not all sites have the same equipment, or allow students to the same activities.

The program has been thinking about offering some sort of online option due to the small number of Histotechnology programs throughout the country. Some students commute from a significant distance to attend our program.

**Collaborative Relationships**
The Health Professions division has a goal to provide interdepartmental activities so that students can see the value of being part of a healthcare team. The program is exploring some work with Anatomy to provide students from Histotechnology and Biology courses the opportunity to see how tissue is examined when removed from the body. Lastly, the program’s students are in the process of creating some videos to potentially use in science courses to familiarize students with the histotechnology field and career opportunities. Not
many even know the field exists as histotechnicians work behind the scenes.

**Innovations**
Innovation in the Histotechnology program is keeping on top of the latest technology trends in the field. In the classroom, the curriculum is adapted to use as much technology as possible. Also, the mentor program, having former students “give back” to current students, is something the program feels is an innovative use of resources.

**Student Satisfaction and Engagement**
The responses to student surveys are very favorable. 100% of respondents to the college’s Career-Technical Graduate Follow-up Survey say they are satisfied with the content of the program’s skills courses. 94% were satisfied with the lab experiences and 88% with the equipment, facilities and materials.

- “ECC has excellent teachers who are extremely knowledgeable!!”
- “They had a really good program, the educators in the histotechnology program knew what they were talking about and were able to teach students with different learning styles.”

Also, the NAACLS site visitors in fall 2015 talked with former students and they gave the visitors very positive feedback on the program.

**Advisory Committee and Employer Satisfaction and Feedback**
The advisory committee meets annually and includes members from several of the clinical sites. Personnel at the clinical sites have indicated that ECC students are well prepared for their clinical experience. When the NAACLS site visitors were on campus, they called on our clinical sites and also received very positive feedback. The program has retained most of the initial clinical sites since the program started. Lastly, the program regularly receives phone calls and e-mails from employers seeking to hire ECC’s histotechnology graduates.

**PLANNED IMPROVEMENTS/GOALS**

**Next Year**
- Add technology especially in the special stains area. Scan slides are embed in D2L, so students can practice at home.
- Continue to work on adding an Immunohistochemistry workshop for current and former students, as well as other practicing Histotechnicians.
- Add additional clinical sites, potentially local dermatology labs.
• Collaborate with other health professions departments and biology classes to provide insight into the professions.

Next Five Years
• Explore the development of an online program to help fill the shortage of histotechnicians throughout the nation.
• Continue to assess and add technology to the program
• Add new equipment as needed
• Expand the program, if there is a need in the surrounding area.

Support Needed to Accomplish Planned Improvements
Additional funds will be needed in order to add equipment. The same is true to add technology, and/or expand the program to an online format.

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?
   Content is aligned, but there is not a formal Program of Study created for Histotechnology.

b) Does the program include academic & CTE content in a coordinated, non-duplicative progression of courses?
   Yes. The CTE courses are appropriately sequenced. General education credits in biology and chemistry fulfill AAS degree requirements. The writing portions of the communications requirement will transfer.

c) Does the program offer the opportunity for secondary students to acquire postsecondary credits (dual credit)?
   Yes. As with the nursing, PTA and clinical laboratory programs, students can acquire pre-admission and program credits in Biology and HPE (Healthcare vocabulary) through dual-credit.

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 successful completion of the Histotechnology program, students will receive an AAS in Histotechnology. Or if they already have an associate’s degree or higher, they will receive a Vocational Specialist in Histotechnology. With these
awards they are eligible to sit for the ASCP (American Society of Clinical Pathology) certification exam which is a nationally recognized credential and required for employment as a histotechnician. Continued education at the bachelor’s level would allow employment at a deeper professional level, the Histotechnologist.
CTE PROGRAM REVIEW REPORT TEMPLATE

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SUMMARY OF PROGRAM REVIEW RESULTS

CAREER & TECH ED PROGRAM REVIEWED IN ACADEMIC YEAR 2016

Program Identification Information

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<td>Counseling &amp; Mental Health Services</td>
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<td>20</td>
</tr>
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<td>Human Services Generalist VS</td>
<td>20</td>
</tr>
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</table>

Action

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

Introduction to the Human Services Program at ECC

Human services professional seek to meet the needs of people though valuing the capacity for human growth and change; advocating for social justice; designing interdisciplinary approaches to human needs; and recognizing people’s strengths and abilities. Students are exposed to both educational and experiential learning methods in assessment, social policy, individual and group treatment, rules and regulations pertaining to the profession, and personal and professional self-awareness. Graduates are prepared for potential
employment in non-profit organizations, government agencies, hospitals and health-care facilities, community social services agencies, and advocacy groups.

**FY11 Goals for Improvement (from previous Program Review Report):**

- The program will continue to evaluate based on INCASE and CSHSE accreditation requirements and changes. These outline best practices for the field.
- It is the department’s intention to streamline the program requirements and courses over the next five years. The expected timeline for these changes is 2-5 years.
- State funding for the Human Services area becomes a concern that might directly impact the job market for our graduates, which will affect our enrollment.

**Progress made towards these goals from FY11:**

- Re-accreditation was achieved from both INCASE (changed to NASAC) and CSHSE, demonstrating that Human Services is meeting best practices for the FMV, SUB, and HUS programs.
- Program requirements have been clarified and streamlined which included changes to prefixes, course sequencing, prerequisite additions, etc. There now are four core HUS courses required to be completed by program students with the rest of our courses falling under their subject areas of HSG (Human Service Generalist), FMV (Family Violence), and SUB (Substance Abuse). These changes have been well documented through the Curriculum Committee process and are included as Appendix A.
- As the federal Affordable Care Act (ACA) has been implemented, there will continue to be significant impacts on the behavioral healthcare system. For example, 15 million new people are insured and of that, at least 10% have either substance abuse or mental health problems.

**Additional Accomplishments since FY11:**

- Recognizing that ECC gets many students coming from the McHenry County College district, Dr. Joe Rosenfeld has worked with Centegra Specialty Hospital in Woodstock to offer several of our substance abuse courses at their site starting fall 2015.
- Substance Abuse Awareness Day with Student Life
- Human Services student club was established
- Articulation agreements with NIU (Northern Illinois University) and Judson have been updated; exploring additional agreements with Dominican University
- Moved Human Services faculty offices into Building B
• Offering all FMV, HSG, HUS, SUB classes in both fall and spring semesters in evening and daytime formats to meet student needs and speed progress to completion
• Reinstated Gerontology within Special Topics and HSG-210: Working with Families
• Starting fall 2015, the program will offer a section of the special topics course, HSG-253, to prepare students to work as Certified Recovery Support Specialists (CRSS). There is a growing demand for trained professionals to serve in these roles across the state.
  o For more information, see http://www.illinoismentalhealthcollaborative.com/consumers/consumer_crss.htm.
• A new online course (HUS 200: Pre-field Experience) was created to better prepare students to enter the Field Experience courses in the department.
• Human Services Department has been recognized for their efforts to reduce textbook costs.
• David Carrillo, Dr. Joseph Rosenfeld, and Dr. Dawn Munson are all now Human Services-Board Certified Practitioners.
• David Carrillo has received his National Master Level training in Crisis Intervention.

**HUMAN SERVICES PROGRAM OBJECTIVES**

**Program Outcomes**

**HUMAN SERVICES GENERALIST**

Upon completion of the program, graduates will be able to:

1. Demonstrate knowledge and theory of the interaction of human systems including: individual, interpersonal, group, family, organizational, community, and societal.
2. Develop knowledge and skill development in systematic analysis of service needs; planning appropriate strategies, services, and implementation; and evaluation of outcomes.
3. Incorporate human service values and attitudes and promote understanding of human services ethics and their application in practice.
4. Develop awareness of the students’ own values, personalities, reaction patterns, interpersonal styles, and limitations.

**FAMILY VIOLENCE COUNSELING**

In addition to the four Generalist outcomes above, FMV graduates will also be able to:

1. Develop an awareness of the interaction between the family characteristics and societal values in the presence and continuation of domestic violence, and through this understanding develop comprehensive responses to eliminate both victims and victimization.
2. Demonstrate specific interventions for both the perpetrators and victims of domestic violence.

SUBSTANCE ABUSE COUNSELING
In addition to the four Generalist outcomes above, SUB graduates will also be able to:

1. Develop an awareness of the interaction between biology and environment in the etiology of and recovery from addiction.
2. Demonstrate the interaction of outreach, assessment, and appropriate treatment and intervention methods in the effort to treat the addicted individual, serve those emotionally close to the addict, and ease the burden of addiction on society.

These outcomes were reviewed for the current report and no revisions were necessary. While there are no immediate concerns, the outcomes will be reviewed regularly to ensure alignment with the evolution of the professions.

Review of Current Curriculum & Outcomes
As mentioned above under accomplishments, the program’s curriculum was significantly revised. This work was recognized with a nomination for the Outstanding Curriculum Design award at the college’s Assessment Diaries event. In addition to clarifying the degree paths for students and better enabling them to track their academic progress, the new focus will be on active learning in the classroom, lab, simulation, and a variety of clinical experiences which will include sites in the community. Each course is able to stand on its own, and accommodates the many adult and returning students that populate this department.

Importantly, the curricula meet the requirements of several external accrediting bodies which conduct regular reviews. These include:

- Illinois Alcoholism and Other Drug Abuse Professional Certification Association, Inc. (IAODAPCA)
- National Addiction Studies Accreditation Commission (NASAC)
- Council for Standards in Human Service Education (CSHSE)

Demonstrated Outcome Achievement
Regardless of specialty, the program’s courses lead toward three goals: (1) successful completion of the field experience sequence, (2) passing any relevant state exams, and (3) finding employment. This creates the need for a battery of inter-related courses that complement each other but are as free from redundancy as possible.

Research indicates that attending to issues such as retention and success on a regular basis improves both. Program faculty study retention and success data to continue efforts in that
area, paying close attention to starting and completion numbers, and field experience placement and completion rates. Faculty have committed to attend every graduation. Due to the small size of the program, faculty are also able to track the employment of its graduates. More will be discussed in sections to follow. In the Generalist and Family Violence fields, many students continue to pursue bachelor’s degrees.

In each of the three programs, there are four core courses students must pass before he or she is allowed into HUS-200: Pre-Field Experience. In addition, students must successfully pass the Conduct and Disposition Form (Appendix B) prior to admission into this course. Students are then eligible to enroll in the two Field Experience courses (HSG/FMV/SUB-201 and HSG/FMV/SUB-202). The conduct and disposition form and the re-sequencing of the field experience will ensure students are adequately prepared to continue into the site setting and have deep learning experiences.

Students are evaluated primarily using a grading rubric supplied to site supervisors. The student completes a learning plan with the site supervisor at the beginning of the semester, and the evaluation is submitted upon completion of the internship hours. The faculty in charge follows up with written evaluation with a confirmatory phone call to the site supervisor, and the granting of CEU’s to the site supervisor. The faculty is available to the site supervisors throughout the semester should any issues arise. Faculty also meet with the students on a weekly basis to continually assess progress.

**General Education**

The program’s courses contribute to students’ development along the college’s general education outcomes. Critical thinking, cultural competency, ethical decision making, and mastery of clinical skills and administrative skills are critical to success in the Human Services and are all directly related. In the program and as professionals, students are repeatedly asked to research a wide variety of issues, access and assess multiple sources (beyond only those available through a learning resource center), and to write and publicly present their findings, thoughts, and feelings/ reflections. They are also asked to apply the results of their research to benefitting clients in varied clinical settings.

**NEED**

Students enrolled in Human Services are coming from and following multiple pathways. Some are in their first college experience, while others already have advanced degrees. The certificates and degrees of the programs have been designed to accommodate this range. Toward that end, the curriculum begins with a foundation of core courses that have a theme common to the Human Services profession. Students then take a range of classes
that define their area of concentration, be it Human Services Generalist, Family Violence Counseling, or Substance Abuse Counseling. Each course functions as a “stand-alone” in order to accommodate the diverse student population. However, as a whole, they complement each other and address all of the content required by accreditors. Each degree then culminates in a capstone field experience.

Not every community college offers this type of programming. In the adjacent communities, College of DuPage, College of Lake County, Waubonsee Community College, and Oakton Community College offer accredited programs similar to ECC’s. Kishwaukee, McHenry County, and Rock Valley do not have Human Services Programs, and all of their service areas feed into ECC. The accredited programs meet twice a year.

The program continues to look for four-year college partners. More and more students are interested in advancing beyond the two-year credential. Human Services faculty have met with the college’s new Transfer Director who seems very positive about partnering on current and new articulation agreements.

**Enrollment**

Enrollment in the program has followed the general trend of the college, rising through the recession years, peaking in spring 2011 and falling slightly since then. Many students are returning adult students. According to the data tables from Institutional Research, 64% of program graduates are older than 30 years of age, and 43% are not Northern European Whites. In addition, 16% of the department’s student body is African American versus 6% of the college as a whole.
Within the recent years, the program has expanded the number of offerings each semester and has not had trouble filling classes. Family Violence Counseling is the lowest enrolled and is flat to decreasing. This will be investigated. The Generalist program is showing growth (9%). This can be attributed to the instructor in that program. Professor Carrillo is very active on campus, very involved with students, loves what he does, and has a great deal of charisma. All of these have increased the number of students seeking to take his classes.

**CORE**
As a set, the core courses will measure the strength of program enrollment. The new curriculum is effective summer 2015 and therefore HUS-200: Pre-Field Experience is not yet included. The other three courses are HUS-102: Principles and Practice of Human Services, HUS-110: Issues in Human Services, and HUS-205: Introduction to Group Processes. Prior to the revision, these courses were cross-listed as HUS and SUB. They are now combined into HUS only and are displayed that way below.

**FIELD EXPERIENCE**
Prior to the curriculum redesign, the field experience for Substance Abuse was chunked into three courses. It now mirrors Generalist and Family Violence as two courses, but contain higher credit and contact hours to meet the clock-hour threshold of accreditation (240 hours per course). The new design also separates the 201/202 sequence for Family Violence out of Generalist, though they each still complete 150 hours per course.
GENERALIST

Enrollment in the Generalist program is growing. Required courses include HSG-151: Rules and Regulations (new), HUS/HSG-210: Working with Families, HUS/HSG-211: Behavior Problems; HUS/HSG-213: Crisis Intervention, and HUS-203/HSG-223: Behavior Management. Some of these courses had been cross-listed with FMV and SUB prefixes and have become HSG.

The Generalist program’s elective courses have lower enrollment as students choose six credits amongst them according to interest. These include HSG-106: Experiential Learning in Human Services, HUS/HSG-125: Special Populations, HUS/HSG-215: Basic Substance Abuse & Treatment, and HUS/HSG-253: Special Topics. Some of these courses also have
been cross-listed with SUB and FMV prefixes. HUS-106 was low enrolled in FY15 (7 students). This is an experiential learning course that gives students experience in their field. Faculty are paid at a rate for this course equivalent to the number of students they guide through the experience.

SUBSTANCE ABUSE
The Substance Abuse Counseling program does not have program electives. In addition to the human services core and the field experience sequence, students take SUB-122: Basic Substance Abuse Pharmacology, SUB-125: Special Populations, SUB-151 (formerly 110): Rules and Regulations; SUB-203 (now HSG-223): Behavior Management, SUB-213: Crisis Intervention, and SUB-215: Basic Substance Abuse & Treatment.
FAMILY VIOLENCE

FMV is the smallest subset of courses. These students take the core and the field sequence, some Generalist courses (HSG-223, HSG-211, and HSG-125) and three specialized courses: FMV-101: Introduction to Family Violence, FMV-150: Violence against Women, and FMV-151 Rules and Regulations (formerly FMV-110).

Low enrolled courses in FY15 are of concern. Low enrollment may be a result of there being two ways to achieve the domestic violence/sexual assault credentials. The Community Crisis Center (of Elgin) offers a five day training that leads the receipt of the same credentials. Only individuals who would be simultaneously seeking an Associate’s Degree and those Certificates would be likely to attend ECC. These Family Violence classes can also be used as an elective by the Human Services Generalist students.

Overall, enrollment in this specialty is sufficiently low at both the certificate and the degree levels. It should be noted that the specialty represents a subset of the larger mental health/social work field, which may result in fewer students opting to pursue this certificate/degree option. There will be a resulting goal for this review to investigate the need and consider the strategies for this specialty moving forward.

Alternative Modalities and Scheduling

The Human Services Department does not offer many distance learning options. The nature of the human services field assumes a face-to-face component and there are a lot of role playing opportunities for students to build their helper skills. Additionally, the accreditation commissions do not have a preference for online courses. In fact, the Illinois Certification Board does not approve any completely online curricula for certification. There remain too many possible ethical issues with completely online curricula in the Human Services. These
include concerns about who is actually online, and monitoring the quality of Field Experience sites.

However, the program has recently introduced our first totally online course (HUS 200). This was done more to assure our accreditors that our students are computer able, rather than as a convenience for the students. Computer competence is required by both our state and national accreditors.

As stated above, the program now offers all courses during day and evening over the course of an academic year. Previously, there was reluctance to do so due to a fear of low enrollment. This has helped students to complete their academic plan without having to choose between family or work and class. The majority classes are scheduled in three hour blocks so that out-of-district students can minimize their travel expenses and time.

**Completion**

The number of AAS degrees awarded over the last five years has remained relatively consistent though it declined in 2015. The number of certificates awarded has followed the same trend with the exception of the Human Services Generalist which saw an increase in recent years. The number of VS-Family Violence Counseling completers indicates the program may not be attracting enough students. It will be a goal to discuss possible strategies regarding this program of study.

Source: A1 data for VS; ERP system query to split AAS by emphasis, Office of Institutional Research, January 2016
It should be noted that half of the students entering the Substance Abuse Counselor Training Program already have a degree (Bachelor’s, Master’s Degree or occasionally a Doctorate), and therefore they do not seek out a higher degree. This is in contrast to the HSG students, who do not have higher degrees. Many students who have Bachelor’s or Master’s Degrees get the AAS anyhow. This is due to two reasons: 1) The advanced degree is not in a Human Service (i.e. they have a Bachelor’s in accounting, or a Master’s in Education), or 2) Even if they have a Bachelor’s Degree in Psychology, earning the AAS waives any work hours they may need prior to getting certified. If a student has a Bachelor’s Degree in Psychology, and just earns the vocational certificate they would still have to work a full year after passing the State exam to be certified.

**Certification**

Employment as a professional in Illinois requires students receive certification, which include: Certified Addiction Counselor, Certified Sexual Assault Counselor, Certified Domestic Violence Counselor, and Human Services – Board Certified Professional. The students generally submit an application for Certification during their second internship. Once the application is submitted they can apply to take the exam. They often take the exam during their second internship. At the completion of the ECC program, Records sends a completion letter to the Certification Board which signals to the Board the student has completed all of their course work. A minority of students wait until they have graduated to submit an application. An even smaller subset of students wait a long time or never submit an application. These are generally students who are going forward with higher education or just went through the program for personal growth.

The Substance Abuse Counselor Training Program has a 100% success rate on the state certification exam.

**Placement/Employment**

External accreditation of ECC’s programs assures that students meet the requirements of certification, allowing them to gain employment. Depending on area of concentration, graduates work primarily in substance abuse programs, homeless shelters, day care centers, domestic violence shelters, and various parts of the court system, such as mental health court or drug court.

By-in-large the majority of those not pursuing advanced degrees find employment. The Substance Abuse Counselor Training program keeps track of students employed either during their internship (about half of those are hired), and those who are hired upon completion of the program. For example, of the eight substance abuse majors who completed this past spring (2014), seven were either hired or promoted, and only one, a retiree, remains unemployed. Refer to Appendix C for detail.
Such records are not kept for the other concentrations, but feedback from HSG and FMV students indicates they struggle to find employment. Salaries for all human services workers are infamously low. The Bureau of Labor statistics shows stronger salaries (an average of $43,000) than the program’s graduates are reporting which range from $17,000 – $32,000 per year to start.

As can be seen in the Career-Tech follow-up survey, 82% of students are employed on a full or part time basis, of those 91% are employed in their field of study. Only 9% are continuing to seek employment. 94% are very or somewhat satisfied with their careers (46%/28%).

**Labor Forecasts**

Department of Labor statistics anticipate a 31% increase in the need for Substance Abuse and Behavioral Health Counselors; an 11% increase in Community and Social Service Workers; and a 19% increase in the need for Social Workers nationwide. This alone would indicate a steady need for people with the skills the program provides. Further, the Affordable Care Act (ACA) has not yet been fully implemented. The ACA mandates equity for mental health and substance abuse services when compared to general health insurance. The improvement in benefits plus the addition of 30 million Americans with insurance should increase the number of people able to access both mental health and substance abuse services. While considering the impacts of these external factors, the college must reassess the Human Services Generalist and Family Violence Counseling program options to ensure they best prepare students for careers in the social service/social work fields.

The number of openings is possibly more a function of staff turnover in existing Human Services profession than it is from new job openings. The Advisory Board is an active part of these discussions, as they are on the front lines of both funding and staffing issues. The Advisory Board meets twice a year – once in sub-groups identified by specialty area (domestic violence, generalist, or substance abuse) and once as full committee.

**Other External Influences**

A factor that would impair the growth of these professions is the State of Illinois budget. Agencies are cutting back services or closing at a very rapid pace. It may well be that the private sector will expand while the public sector shrinks. This, in fact, seems to be occurring with the rapid increase in private, publicly traded, behavioral health providers coming into the area, such as Brook Tree Behavioral Health (which has hired two of students in the past year), and Kiva Recovery.

Finally, a number of states have exchanged the certification system for addiction counselors for a licensure system. Most of those states have a license for Associate’s level Substance
Abuse Counselors. There does not seem to be any movement in Illinois toward such a license, but this could change, and depending how the law is written impact the future of our program.

**Curriculum**

The Human Services faculty attempts to stay abreast of trends in the field. Toward that end, the development of a Certified Recovery Support Specialist (CRSS) program is being explored (seven semester hours). The CRSS is designed for individuals with a “lived experience” with a mental health issue. They would find employment in agencies as recovery coaches for those recovering from mental illness. Sections of a special topics course (HSG-253) are running each semester that together satisfy the training requirements for the credential. There are three variables that may prevent the college from not fully pursuing this certificate. First, although the State of Illinois has encouraged the creation of this certificate and said those earning it can be employed, there is not proof that the State will support the effort or that agencies will embrace it. This has happened before. The Human Services Department created tracks in Gerontology and Mental Health Technicians only to discover that the State did not ultimately require agencies to hire these people. Second, the State’s budget is in tatters. Ultimately, this initiative may fail because there just is not any money for it. Finally, there may not be enough people interested in the program for it to proceed. Over the next year or two the program will monitor all of these factors and make a decision regarding the permanency of the program.

A change in the college’s sociology department has created an opportunity for Human Services. SOC-211 Principles Social Work and Social Welfare has been withdrawn as the department has intentionally moved away from utilizing faculty with a social work background. Curriculum Committee has approved moving the course to this department effective summer 2016 and it is now offered as HSG-254 under the same title. The course transferred to Aurora University’s School of Social Work. The department would like to discuss further the value of teaching social work within Human Services. Further exploration may look at a two-year social work degree designed for transfer.

**COST-EFFECTIVENESS**

The program is running efficiently with its most expensive cost being faculty salaries and benefits. Instructional supply and printing costs are largely under the control of the faculty and have been decreasing. Travel expenses (both in- and out-of-state) will continue to be necessary in order to keep faculty in compliance with accrediting agencies for continuing education. Prior to FY13, program faculty largely did not travel for these opportunities;
however, recent accreditation reports provide reminders of this important professional development need. Otherwise, no additional funding changes are anticipated for the upcoming review period.

QUALITY

Strengths
The Human Services – Generalist program is accredited by the Council for Standards in Human Services Education (CSHSE). Success rates are high for several reasons. In general our faculty use competency based grading which does not require that students compete against each other for a grade. Criteria are established through grading rubrics that are provided to the students on the first day of class. In addition, students are expected to participate in a range of in class skill building activities. Mimicking real workplace experiences, students are expected to collaborate with each other to achieve success in critical thinking activities. This includes analyzing clinical case studies, developing cultural competency projects, and making choices in ethical or legal dilemmas. Finally, faculty provide a lot of individual support to struggling students, and refer students as needed to various student support services (Counseling, advising, The Write Place, etc.). Being Human Services professionals themselves, the faculty are naturally inclined to match students with resources. With many students in common, faculty can discuss an individual student who is having difficulty and collaborate to find a means to be of assistance.

Retention
Retention data is overall very good averaging 90% for the program overall, matching the 90% rate for face-to-face courses across the college. Very slight variations are noted by department, and as found with enrollment figures above, the Family Violence department somewhat lags behind.
When averaged for the five years of the review period, retention rates for the core classes show a slight difference for students enrolling under the SUB prefix. Now that the courses have been combined into just HUS, assessment methods can ensure equal outcomes for all students regardless of specialty.

It is also worthy of note a recent drop in retention rates for the first set of Field Experience courses, HUS/SUB-201. The change may be the result of the State’s budget crisis as this is a field experience course where students were challenged to secure field sites. Several students in FY15 started but did not complete the course and/or took incompletes.
Success Rates – Course Level
The program believes course-level success rates are a more useful indicator than retention. As a whole, the program averages 81% and increased to 86% for FY15, both exceeding the college’s average success rate of 71%. Faculty attribute this in part to the nature of the program’s students and their levels of motivation; the bond that forms between instructors and their students as they have classes together multiple times; and expectations faculty have in this practical, career oriented program. Examples of such expectations include but are not limited to a professional self-identity; understanding of a human service practitioners insights into the human condition; conflict resolution skills; multi-cultural competency; and the development of empathy.

As mentioned, success is lower for the Family Violence courses, though it is expected that more variability would be seen here as it is comprised of only three courses with lower levels of enrollment (less than 20 students per year in each). However, these rates are additional evidence that the program should be prioritized for a research and improvement plan.
The drop for FY15 was found in both FMV-101 and FMV-110, with rebounding success in FMV-150. Additional course assessment may yield some insight.

Within the core courses, high levels of success exceeding the college average are generally achieved with positive increases most recently in FY15.
Institutional Research has begun preparing new program success data based on cohorts of entering students and following their progress over a number of years. The following data and analysis was derived based on students who indicated their interest in any of the Human Services program at the time of application for admission to the college (source: Program Review Pivot Tables, Tab 6). Although student decisions about programs of study often change over time, this provides some useful trends that illustrate about half of entering students interested in Human Services programs graduate, transfer, or are still enrolled at ECC within 3 years. Only 17% of beginning students complete a credential or transfer.

The program has a high percentage of students still enrolled after three years. It would require a series of focus groups to be certain of the cause. However, based on the knowledge of the students some hypotheses are ventured. First, the program’s cohort of students are older and represent a higher percentage of minority students than the campus as a whole. Second, there is a high percentage of students who have been or are currently consumers of mental health and substance abuse services. Third, there are no placement requirements for students to attend Human Services courses.

Combining these three factors program faculty feel they are developing their students in the classroom by providing a great deal of support to them. Many students will take a class multiple times until they have achieved sufficient mastery. A fourth reason these students tend to stay enrolled after many years is that they like ECC and feel secure here. Many of our students are active in Student Life activities and also hold jobs around campus.
their backgrounds, ECC has provided a safe and supportive environment (See student comments in the surveys). They are not feeling a great need to move on.

Three-Year Student Success Trends

<table>
<thead>
<tr>
<th>Program Success Indicator</th>
<th>N</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total indicating interest in Human Services at time of admission to ECC</td>
<td>500</td>
<td></td>
</tr>
<tr>
<td>Still Enrolled in Program in Year 3***</td>
<td>162</td>
<td>32%</td>
</tr>
<tr>
<td>Graduated from Program within 3 Years***</td>
<td>22</td>
<td>7%</td>
</tr>
<tr>
<td>Transferred to 2-Year College within 3 years</td>
<td>35</td>
<td>6%</td>
</tr>
<tr>
<td>Transferred to 4-Year college within 3 years</td>
<td>50</td>
<td>7%</td>
</tr>
<tr>
<td>Transferred to any College within 3 Years</td>
<td>91</td>
<td>14%</td>
</tr>
<tr>
<td>Successful Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduated, transferred or still enrolled in 3 years</td>
<td>247</td>
<td>46%</td>
</tr>
<tr>
<td>Graduated or transferred</td>
<td>85</td>
<td>17%</td>
</tr>
</tbody>
</table>

It is difficult to make comparisons to other career-technical education programs as the percentage of successful students in other programs ranges widely from 30-100%. When narrowing the comparison to similar “helping” programs, such as the Health Professions, the percentages range between 43% - 80%. Institutional Research will continue to refine this analysis. For example, the 3-year window is a typical time frame for full-time students. More semesters must be allowed for program completion for part-time students.

Course Assessment

During the past review period, assessment efforts have been focused on the Field Experience courses which are the capstone courses for the entire curriculum. Because the program is externally assessed by students’ certification exams and their employment, they can be described as the most potent measure of the program as a whole.

As a result of these assessments, the program introduced several changes. First, was the development of the Conduct and Disposition Forms (Appendix B) that rate student readiness across an array of “soft” employment skills. It was discovered that even when a student consistently earned high grades in a classroom setting, they still may not do well in field experience, which could even result in termination from their site which halts their track towards completion. The Conduct and Disposition Forms provide the opportunity to discuss classroom observations that lead faculty to believe that a student may have difficulty in a work setting and allow for the creation of a remediation plan. It also may be that a student is counseled to explore a different career. Successful “passing” of this assessment is now the prerequisite for students to enroll in HUS-200: Pre-Field Experience. To further prepare them to be in the field, this new course addressed three aspects of the student’s development: personal, professional and civic. Students engage with a number
of issues, including the development if a learning plan, ethics, and work attitudes, etc. based on prior feedback from the sites.

Lastly, the possible development of the CRSS track may serve those students whose own mental health issues may interfere with their ability to complete the full program. Even though such students may not be appropriate as counselors, they could be very effective as Recovery Support Specialists who use their own mental health experiences to help others.

In the upcoming five year cycle, the program will be assessing the foundational core classes, as well as assessing the impact of the above mentioned changes. Each full-time faculty member will participate in the review of the courses in their area as well as seek input from the adjunct instructors.

**Faculty**
All of the program’s instructors also work in “the real world” in their field of study. These roles as credentialed professionals require formal Continuing Education (CEUs) to work in their respective fields, ensuring that faculty will be exposed to current thought and practice. The core instructors belong to academic organizations that promote human services education (Council for Human Service Education) or addiction science education (International Coalition for Addiction Science Education of the National Association of Alcohol and Drug Abuse Counselors), and sponsor annual conventions. All of these activities inform the teaching, and ensure that both micro and macro trends in the profession are understood.

The program has a full-time faculty member for SUB and another for FMV/HUS. The number of adjuncts varies but is approximately three in a given year. The program considers itself adequately staffed at this time.

**Student Satisfaction and Engagement**
94% of the respondents to the Career Follow-up Survey conducted by Institutional Research were very or somewhat satisfied with the course content (59%/35%). To quote two students who have completed the program:

- “I already had a Bachelor’s Degree in Nursing, and 2 Masters Degrees. I obtained my CADC [Addiction Counseling Certificate] from ECC. It was a great experience, and the quality of the education I received was comparable to both of the graduate school experiences I had.”
- “I am grateful for the program. I got an associates and I got exactly what I wanted out of the program.”
70% or more of surveyed students report being “very satisfied” with job preparation, and preparation for continued schooling. When “somewhat satisfied” is averaged in the satisfaction rates go into the 90% range. This is equal to other programs in the college. Although retention is in the 70 -80% range the program would like to continue strengthening its ability to retain students. One key will be advisement and developing relationships with each student.

**Advisory Committee and Employer Feedback**

Members of the Advisory Board work in professions related to the program’s specialties. They also supervise the students in their Field Experience classes. They provide perspectives on trends in the field, and provide input regarding the preparation of the students. The Community Support Specialist Certificate was discussed with them, and although not unanimous, the Advisory Board encouraged the college to pursue it. Potential changes under consideration during the curriculum revision process were also discussed with them. They strongly endorsed the inclusion of a family therapy class (HSG-210). Other substantial program changes were made based on their feedback (along with that of students). The revised Field Experience courses now include more hours in two instead of three classes and are preceded by the new preparatory HUS-200 course. Each course is now offered every semester and over the course of a year will be scheduled in the day and the evening.

More than half of the students are hired right out of the Field Experience class by their field sites. It is the only data the program currently has to indicate employer satisfaction (in addition to feedback from the Advisory Board).

**Collaborative Relationships**

Because of the many concentration areas within department and the diverse nature of the students, advising through the Office of Advising has been a challenge. Since the creation of the new advising team, program faculty have met with the advisors on two occasions. One issue that was addressed is the notion that the AAS does not articulate. As stated elsewhere, the program has articulation agreements with many institutions. A second issue is the idea that Human Services is a viable alternative to a Psychology major. Human Services is a more clinically oriented program, whereas Psychology is more theoretical and research based. Both majors lead equally well to a Master’s Degree in a Human Service (i.e. Psychology, Counseling, Social Work, etc.). Additional and on-going collaborative contact between faculty and advisors will take place to resolve or to assist student questions and concerns.

The Basic Substance Abuse Pharmacology students (SUB-122) coordinate a Drug and Alcohol Awareness Day with the Office of Student Life once each semester. Beginning in fall 2015, the Human Services Club has been involved with various community agencies,
and collaborating with these groups to provide services to individuals and families in the community. Human Services students also work with outside organizations such as partnering with the Elgin area’s Community Crisis Center on Domestic Violence Awareness Month here on campus.

Faculty are involved within the college:
- Faculty are in the process of providing staff development through CETL, the Center for Enhancement on Teaching and Learning regarding student services
- David Carrillo served on the Student Success Infrastructure team
- Dr. Joseph Rosenfeld served as the Committee Chair and member of the ECC Curriculum Committee.

Faculty are also involved in professional associations and in the community:
- American Psychological Association
- National Association of Social Workers
- Board Certified Diplomat
- International Coalition of Addiction Science Educators (faculty and students)
- National Organization of Human Service Educators
- National Association of Alcohol and Drug Abuse Counselors (faculty and students)
- Faculty conduct community staff development and trainings.

Innovations
The technology of therapy has been evolving in the past two decades. New, evidence-supported practices have been incorporated into the curricula. For example, instruction and practice in motivational interviewing and incentives, psychopharmacology, cultural competence, and social service theory is provided to students.

PLANNED IMPROVEMENTS/GOALS

Next Year
- Faculty and course schedules will be realigned as the ECE (Early Childhood Education) moves out of the Human Services umbrella
- Determine whether to continue to offer HUS-200 (Pre-Field Experience) as a solely online course, convert it to a live or hybrid course, or provide all of the above depending on the semester.
- Continue to discuss the future of the Family Violence Counseling program. There may be other ways to blend it into the Generalist Program, but still get the students the credentials they seek without it being a separate program.
- Begin regular cycle for course assessment.
• Update course outlines and syllabi for four core Human Services courses (HUS-102, 110, 200, and 205) to meet Council for Standards in Human Service Education expectations (see conditional accreditation letter received March 1, 2015) in preparation for next accreditation visit in Oct 2019.

• Professor Rosenfeld will complete training to prepare for teaching online.

Next Five Years

• Consider if there is a better name for the department than Human Services, or embark on a process of reinforcing the Human Services name.

• Monitor trends outside of ECC such as funding levels or new statewide initiatives (e.g. the Certified Community Support Specialists), that will impact the program.

Support Needed to Accomplish Planned Improvements

No external resources are needed at this time.

External Issues Affecting the Program

There remains a shortage of services for the populations served by our graduates. For many years, Illinois is ranked near or at the bottom of its support for Human Services. This is further complicated by the current budget crisis in the State of Illinois. It is a constant topic of conversation among the small staff of this department.

Moreover, there is the emerging impact of the Affordable Care Act which will result in everyone having access to health insurance, including mental health and substance abuse. In addition, large for-profit health care organizations are entering the mental health and substance abuse treatment are providing more and more services in local communities.

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 does not align to high school career-technical programs.

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

Yes. The recent revisions have strengthened this even further, clearly outlining a core set of courses and then allowing student interest to dictate electives and program emphasis. Field experiences are also correctly aligned after adequate
academic preparation and assessment.

c) **Does the program offer the opportunity for secondary students to acquire postsecondary credits (dual credit)?**
Secondary students may earn elective and degree requirements (general education) as dual-credit but the Human Services discipline is not as appropriate for such students, as they will be working with survivors of violence and rape, those with severe mental illness, and/or those with substance abuse disorders.

d) **Does the program lead to an industry-recognized credential or certificate at the postsecondary level, an Associate’s degree or Baccalaureate degree?**
Yes. Each of the three Human Services programs lead to an Associate of Applied Science degree. There are articulation agreements with many four-year institutions: Columbia of Missouri, Judson University, National Louis University, Northern Illinois University, Governors’ State University, Northeastern Illinois University, and the Universities of North and South Dakota. Completion of ECC’s Human Services programs leads respectively to an Illinois recognized certificate as a Domestic Violence Counselor, a Certified Sexual Assault Counselor, and as an Illinois and nationally recognized Substance Abuse Counselor.
Human Services Appendix A

Curriculum Committee
Summary of Curriculum Changes 11-17-14

These changes would go into effect in the summer of 2015.

Introduction

The Human Services Department consists of four major areas of study:
• Human Services Generalist
• Early Childhood Development*
• Family Violence Counseling*
• Substance Abuse Counseling*

*Students pursuing these options seek certification from external certifying bodies after completion of their ECC program.

The Human Services Department has four accreditations: Council for Standards in Human Services Education (CSHSE); National Addiction Studies Accreditation Commission (NASAC); the Illinois Alcohol and Other Drug Abuse Certification Association (IAODAPCA); and Gateways for Illinois Credential [Early Childhood]. These impacts the courses we offer.

Core Courses
Program identified four core courses that tie the program together. These all will utilize the same prefix
• HUS 102: Principles and Practices
• HUS 110: Issues in Human Services
• HUS 200: Pre-Field Experience (NEW)
• HUS 205: Introduction to Group Process

New Prefix Added
HSG = Human Services Generalist. New prefix for clarity. It will replace HUS as a prefix.

Courses Eliminated
• We must withdraw and then immediately add any courses where we change the prefix.
• HUS 206 and ECE 206 (Group Leadership Skills) due to it being dormant.
• ECE 116 (School - Age Activities & Programming) was removed and replaced with HUS 200.

Prefix and/or Numbering Changes
• SUB/FMV 110, Rules and Regulations, has been changed to SUB/FMV/HSG 151 (cross-listed). This avoids confusion with HUS 110.
• HUS 203, Behavior Management, has been changed to HSG 223 to avoid confusion with ECE 203 (Child Care Rules and Regulations).
• ECE 205, Behavior Management has been changed to HSG 223 to avoid confusion with ECE 203. ECE 205 was withdrawn – there are no other changes in Curricunet.
• Changed the prefix on the Early Childhood Field Experience classes from HUS 201 and 202 to ECE 201 and ECE 202. HUS 201/202 was changed to HSG – ECE 201/202 is a new course.
• Changed the prefix on the Family Violence Field Experience classes HUS 201 and HUS 202 to FMV 201 and FMV 202. See above, FMV 201/202 is a new course.

Name Change
• ECE 204, “Students with Disabilities in Schools” becomes “Exceptional Individual.” [This is a cross-listed class with EDN 204]

Change in Social/Behavioral Electives
• From specific electives to a more general statement, “Any 200 PSY course, and any SOC course. These allow the students more flexibility in customizing the program to their future goals.

Change in Human Services Electives
• Added CRJ courses and ACC-100 to possible electives, as well as any 200 level PSY course or any SOC course. These allow the students more flexibility in customizing the program to their future goals.

Addition of HUS 200, Pre-Internship Class
• This course will cover a number of issues that we normally don’t get into until students are already in their internships at which time it is no longer an effective conversation.
• It would also encapsulate a number of training exercises we try to get to students to voluntarily before internship with mixed success.
• Finally, as this is an online course, it demonstrates to our accreditors that our students are computer able which is an accreditation requirement.
Revived a Dormant Course

- HUS 210 is back as HSG 210, Working with Families. It is an elective in SUB and FMV, but required in HSG.

Removed/Added Courses to the Certificates

- There was inconsistency between expectations between the various areas of study that dilute the quality of the certificates. To align each certificate, classes were removed or added.

Family Violence Concentration

- Removed: HSG 125, Special Populations.
- Added: HUS 200, Pre-Field Experience; and HUS 110, Issues in Human Services.
- Increased the credit hours from 32 to 33.

Human Services Generalist Concentration

- Removed: Communications Course; and Electives with HUS prefix (up to six semester hours).
- Added: HSG 151, Rules and Regulations in Human Services; HUS 200, Pre-Field Experience; HSG 201, Field Experience (150 clock hours); and HUS 110, Issues in Human Services.
- Increased the credit hours from 30 to 33.

Substance Abuse Concentration

- Removed: Nothing removed.
- Added: HUS 200, Pre-Field Experience; and HUS 110, Issues in Human Services.
- Increased the credit hours from 32 to 38.

Early Childhood Education

- Removed: ECE 116, School-Age Activities & Programming.
- Added: HUS 200, Pre-Field Experience; and HUS 110, Issues in Human Services.
- Increased the credit hours from 34 to 36.

AAS Degree Hours Have Also Changed in Three Concentrations

- Early Childhood was 65 is now 63.
• Family Violence was 62 is now 60.
• Human Services Generalist was 63 is now 60.

Elimination of SUB 203, Field Experience III
• The SUB program has three Field Experience classes, SUB 201 (100 clock hours), SUB 202 (200 clock hours), and SUB 203 (200 clock hours). The Substance Abuse Certification Accreditation bodies require 500 clock hours of Field Experience. No other school does this through three classes, everyone does it through two classes. Doing it this way looks like a “bait and switch” to our students, and it causes us trouble. Plus no agency really wants a 100 hour intern, and this cause our students trouble. We propose eliminating SUB 203, and making SUB 201 and SUB 202 250 clock hours each. This has been approved by our Advisory Board.

Change in Prerequisites for Field Experience Courses
• ECE 201, Field Experience I will have the following prerequisites: C or better in HUS 200, and at least three ECE courses or consent of instructor.
• SUB 201, Field Experience I: Change Prerequisite to: C or better in HUS 102, HUS 200, HUS 205, SUB 122, SUB 151, SUB 215 or consent of instructor.
• FMV 201, Field Experience I: Change prerequisite to: C or better HUS 102, HUS 110, HUS 200, HUS 205 or consent of instructor.
• HSG 201, Field Experience I: Change prerequisite to: C or better in HUS 102, HUS 110, HUS 200, and HUS 205 or consent of instructor.

Changed Hours of Field Experience Courses
• ECE 201, Field Experience I: Change from 100 to 156 field plus sixteen classroom hours. Also it will become a three rather than a four hour class.
• ECE 202, Field Experience II will reduce its hours from 200 field hours to 156 hours plus sixteen classroom hours. Also it will become a three rather than a four hour class.
• SUB 201, Field Experience I: will increase field hours from 100 to 240 plus sixteen classroom hours. Remains a four hour class.
• SUB 202, Field Experience II: will change from 200 field hours to 240 clock hours plus sixteen classroom hours. Remains a four hour class.
• FMV 201, Field Experience I: will change from 100 to 156 field hours plus sixteen classroom hours, and change from a four to a three credit hour class.
• FMV 202, Field Experience II: will change from 200 to 156 field plus sixteen classroom hours. Also it will become a three rather than a four hour class.
• HSG 201, Field Experience I: will change from 100 to 156 field hours plus sixteen classroom hours, and change from a four to a three credit hour class.
• HSG 202, Field Experience II: will change from 200 to 156 field hours plus sixteen classroom hours. Also it will become a three rather than a four hour class.

Rewrote Course Descriptions
Updated a number of course descriptions. Minor changes.
# Human Services Appendix B

## Elgin Community College

**Human Services Department**

Disposition and Personal Conduct Indicators

**Student:** ________________________________  **Date:** ____________

**Instructor:** ______________________________

<table>
<thead>
<tr>
<th>Disposition and Professional Conduct Indicators</th>
<th>Rating</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and Punctuality</td>
<td></td>
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<tr>
<td>Absent often: rarely on time</td>
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<tr>
<td>Occasionally late or absent</td>
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<tr>
<td>Usually Present and on time</td>
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<tr>
<td>Rarely absent or late</td>
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<tr>
<td>Never absent or late: always on time</td>
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<tr>
<td>Cooperativeness: Positive View of Others</td>
<td></td>
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<tr>
<td>Seldom works well with others</td>
<td></td>
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<tr>
<td>Occasionally does less and cooperates less than desirable</td>
<td></td>
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<tr>
<td>Generally works well with others: does own work well</td>
<td></td>
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<tr>
<td>Frequently exceeds expected standards of cooperativeness</td>
<td></td>
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<tr>
<td>Always cooperates fully: Views self and others as a resource</td>
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<tr>
<td>General Attitude – Enthusiasm and Excitement</td>
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<tr>
<td>Shows no enthusiasm or interest in topic</td>
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<tr>
<td>Shows little enthusiasm or interest in topic</td>
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<tr>
<td>Displays minimal enthusiasm or interest in topic</td>
<td></td>
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<tr>
<td>Displays expected levels or enthusiasm and interest in topic</td>
<td></td>
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<tr>
<td>Displays a high interest in the topic: and is exceptionally enthusiastic</td>
<td></td>
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<tr>
<td>Dependability and Responsibility</td>
<td></td>
<td></td>
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<tr>
<td>Can seldom be counted on</td>
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<tr>
<td>Frequently unreliable</td>
<td></td>
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<tr>
<td>Responsible although needs some direction</td>
<td></td>
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<tr>
<td>Very dependable and responsible: requires little supervision</td>
<td></td>
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<tr>
<td>Totally dependable and responsible: needs little or no direct supervision</td>
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<tr>
<td>Personal Appearance – Professional Demeanor</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Appearance is totally unacceptable</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Appearance needs improvement</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Usually neat and reasonably well groomed</td>
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<tr>
<td>Neat and appropriately groomed: a good role model, sets a good example</td>
<td></td>
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<tr>
<td>Physical Stamina</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Seldom has strength or energy to participate in assignments</td>
<td></td>
<td></td>
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<tr>
<td>Sometimes lacks strength and energy to participate in assignments</td>
<td></td>
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</tr>
<tr>
<td>Has strength and energy to attend to immediate assignments</td>
<td></td>
<td></td>
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<tr>
<td>Strength and energy exceeds standards</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Never fatigued, always capable of doing more</td>
<td></td>
<td></td>
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<tr>
<td>Critically Evaluates Self</td>
<td></td>
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<tr>
<td>Unable to identify own strengths and weaknesses</td>
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<tr>
<td>Minimally able to identify strengths and weaknesses</td>
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<tr>
<td>Adequately able to identify strengths and weaknesses</td>
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<tr>
<td>Good ability to identify strengths and weaknesses</td>
<td></td>
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</tr>
<tr>
<td>Excellent ability to identify strengths and weaknesses</td>
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<tr>
<td>Accepts and Uses Suggestions for Improvement</td>
<td></td>
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</tr>
<tr>
<td>Unwilling or unable to accept and act on feedback and suggestions</td>
<td></td>
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<tr>
<td>Minimally able to accept and act on feedback and suggestions</td>
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<tr>
<td>Adequately able to accept and act on feedback and suggestions</td>
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<tr>
<td>Willing to accept and act on feedback and suggestions</td>
<td></td>
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</tr>
<tr>
<td>Very positive about accepting and acting on feedback and suggestions</td>
<td></td>
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</tr>
</tbody>
</table>

1 Matrix adapted from similar forms used by Illinois Valley Community College and College of Lake County.
<table>
<thead>
<tr>
<th>Understands and Demonstrates the Importance of Confidentiality</th>
<th>Violates confidentiality in the classroom or workplace</th>
<th>Demonstrates confidentiality in the classroom or workplace</th>
<th>Never violates confidentiality in the classroom or workplace, and can explain it to others: demonstrates a true understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates Lifelong Learning Skills</td>
<td>Has no skill at developing and carrying through self generated learning experiences</td>
<td>Demonstrates some skill at developing and carrying through self generated learning experiences</td>
<td>Has good skills at skill at developing and carrying through self generated learning experiences</td>
</tr>
<tr>
<td>Demonstrates Cultural Competency and Gender Equity</td>
<td>Fails to demonstrate understanding of cultural or gender equity</td>
<td>Shows little understanding of cultural or gender equity</td>
<td>Good ability to demonstrate understanding of cultural or gender equity and act on that knowledge in a meaningful manner</td>
</tr>
<tr>
<td>Demonstrates behaviors and attitudes congruent with the values of the Human Services Profession</td>
<td>Fails to demonstrate behaviors and attitudes congruent with the values of the Human Services Profession</td>
<td>Occasionally demonstrates behaviors and attitudes congruent with the values of the Human Services Profession</td>
<td>Often demonstrates behaviors and attitudes congruent with the values of the Human Services Profession</td>
</tr>
</tbody>
</table>

Additional Comments: ______________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Documentation of Student Conference

Student ___________________________________ Faculty __________________________

Others present _____________________________________________________________
Field Experience Plan

Field Experience Learning Plan for ____________________________  Semester/Year ____________

This area should include the major responsibilities agreed upon by the intern and their site supervisor. Your advisor will need to be consulted prior to final approval.

<table>
<thead>
<tr>
<th>Knowledge/Skills/Attitudes Relevant to Achieving Target Competency</th>
<th>Specific Learning or Practice Needed</th>
<th>Activities/Methods/Tasks</th>
<th>How Progress Will Be Measured</th>
<th>Target Date for Completion/Review</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

The undersigned agree to all the provisions stated in this agreement and plan:

1. Intern’s Signature ___________________________ Date: ________________

2. Site Supervisor’s Signature ___________________________ Date: ________________

3. ECC Faculty Signature ___________________________ Date: ________________
Human Services Appendix C

Status of Completing Students 9-15-15

Student One: Older (over 65) Northern European White male with a Bachelor’s Degree in a non-human service degree. Has one more course to complete his AAS at ECC – no job.

Student Two: Middle aged African American female. Came into the program employed as a tech at a residential treatment program, remains a tech but may be promoted once the State’s budget issues are resolved.

Student Three: Twenties South American immigrant. Upon completion of the program was employed as an aid at the Elgin Mental Health Center [where she did her Field Experience], and is attending Columbia College.

Student Four: Middle aged Northern European White male. Gained employment during his course of student as a tech at the Renz Addiction Counseling Center, and is attending Judson University.

Student Five: Twenties Northern European White female. Came to the program employed as a house manger as the Association for Individual Development and remains employed there.

Student Six: Early thirties, Hispanic female. Came into the program as a secretary in an addiction program and has been promoted to counselor [where she did her Field Experience].

Student Seven: Early thirties, wheelchair bound, Northern European White female with a Bachelor’s Degree in Psychology. She was hired as a counselor in the agency where she did her Field Experience.

Student Eight: Young middle aged Northern European White male with a Bachelor’s Degree in Psychology. He was hired as a counselor at the hospital where he did his Field Experience.
SUMMARY OF PROGRAM REVIEW RESULTS

CAREER & TECH ED PROGRAM REVIEWED IN ACADEMIC YEAR 2016

Program Identification Information

<table>
<thead>
<tr>
<th>6-digit CIP:</th>
<th>520701</th>
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</thead>
<tbody>
<tr>
<td>Career Cluster:</td>
<td>Business, Management and Administration</td>
</tr>
<tr>
<td>Career Pathway:</td>
<td>Management</td>
</tr>
<tr>
<td>Program of Study:</td>
<td>Entrepreneurship/Entrepreneurial Studies</td>
</tr>
<tr>
<td>Community College Program Title:</td>
<td>Degree Type:</td>
</tr>
<tr>
<td>Entrepreneurship AAS</td>
<td>03</td>
</tr>
<tr>
<td>Advanced Entrepreneurship VS</td>
<td>20</td>
</tr>
<tr>
<td>Intermediate Entrepreneurship VS</td>
<td>20</td>
</tr>
<tr>
<td>Introductory Entrepreneurship BVS</td>
<td>30</td>
</tr>
</tbody>
</table>

Action

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

Introduction to the Entrepreneurship Program at ECC

ECC offers four instructional options for individuals passionate about starting a business. Persons interested in entrepreneurial pursuits should be self-motivated, willing to work hard, and understand the demand for the product or service they want to sell. ECC brings top-notch teaching professionals and experienced real-world entrepreneurs into the classroom.
FY11 Goals for Improvement (from previous Program Review Report):

- Enrollment - fall 2011 – The Entrepreneurship program will introduce specific programs to increase campus awareness of, and generate interest in, the Entrepreneurship program. The centerpiece of the enrollment drive will be the Collegiate Entrepreneurship Organization (C.E.O.), which already has been approved as an organizing entity at ECC. This organization will be the driving force to achieve increased enrollment goals.

- Curriculum Scheduling – The course offerings for Entrepreneurship will have a consistent “rollover” to better accommodate degree seeking students.

- Curriculum Offerings – The faculty will meet with the coordinator and Advisory Committee to make decisions regarding deletion and/or replacement of specific courses. Internet sections will also be considered.

Progress made towards these goals from FY11:

- Progress has not been stellar for the Associate Degree option. Of the three colleges in our area that offer an Entrepreneurship associate degree, ECC’s program has experienced a 75% decline in market share. It is noted that the other colleges (MacCormac College and Spoon River College) do not seem to be graduating many students either.

- In 2012 the Collegiate Entrepreneurship Organization (C.E.O.), a student lead organization, was organized on campus and a faculty advisor was assigned. Most of the year was spent organizing and communicating the vision and goals of the organization to students.

- ECC, CEO chapter sent 17 students in 2012 and 22 students in 2013 to the CEO conference in Chicago - the members of any other community college in the national organization.

- Leveraging the CEO student organization strategically to drive enrollment and student satisfaction yielded virtually no positive impact on program enrollment nor completion.

- In the fall of 2012 the entrepreneurship curriculum was revised to consolidate different sections and make it easier for students to register and pursue a path to complete their certificate or associates degree. The revisions were determined based on historical enrollment numbers and specific courses required for students to earn a certificate or degree.

- The entrepreneurship curriculum has evolved to include opportunities for students to earn three certificates and an Associate’s Degree Entrepreneurship.

- The program’s research has revealed that a major gap in the curriculum is a one semester online entrepreneurship certificate.
Currently, the 12 credit Basic Vocational Specialist certificate can be completed in one semester, but the courses meet face-to-face.

The desired improvement to the certificate would consist of four, 8 week courses, (two classes first eight weeks and two classes the second eight weeks) online. This format would enable ECC to reach multiple generational demographics in and outside of our district.

Additional Accomplishments since FY11:

- In the fall of 2013, the CEO group presented the first Global Entrepreneurship program on campus and the event was a major success. There were over 170 participants which included students from across the curriculum, a diverse group of faculty, community leaders, as well as a host of entrepreneurs virtually from all over the world.

- In the fall 2014 Global Entrepreneurial Week was again presented by the student organization and grew to over 400 participants.

- In the spring of 2014, the organization led the sustainability initiative on campus. This event replaced “Earth Day”. The organization made a specific effort to educate the campus on the definition of “sustainability” as the social, environmental and profit motives of organizations.

- Program faculty led a cross-functional project team for an entrepreneurship feasibility study in 2014 and 2015. Ultimately, the project team’s recommendations were not implemented, but the study research yielded valuable data and information to inform goals for the program itself as well as the larger business division of the college.

ENTREPRENEURSHIP PROGRAM OBJECTIVES

Program Outcomes

1. Clarify entrepreneurial traits and behaviors important to success
2. Illustrate the stages in the entrepreneurial process to decide future
3. Describe concepts, strategies and systems needed to effectively interact in the environment
4. Describe the economic principles and concepts fundamental to entrepreneurship/small business ownership
5. Compare/contrast concepts and tools in making business decisions
6. Discuss the concepts, processes, and systems to determine and satisfy needs, wants and expectations; meet business goals/objectives and create new products, services and ideas
7. Write an entrepreneurial business plan
The outcomes have been reviewed by the advisory committee, internal and external stakeholders, and focus group (e-grant) participants. The program outcomes are represented appropriately throughout the course curriculum. Each course contributes to at least one or more outcomes.

Within the larger context of the college and its Strategic Plan, the entrepreneurship program seeks to:

- Redefine and expand the definition of entrepreneurship to move beyond the singular notion of a person who starts a business to include a broader definition of the term to include adopting an “entrepreneurial mindset” (Goal #6 – Enhance ECC as an employer of choice);
- Move entrepreneurial thinking out of the business division across the curriculum. (Goal 1 – Foster a learning-centered environment); and
- Work to embed entrepreneurship into the culture of ECC. (Goal #5 – Strengthen educational and workforce partnerships to create a more responsive and sustainable community).

**Demonstrated Outcome Achievement**

A significant emphasis is placed on student participation and practice of the learning outcomes. The entrepreneurship courses emphasize experiential learning, mentorship, case studies, and co-curricular programming with student organizations. All of the courses allow the students participate in learning events in an experiential way. Students are not expected to demonstrate mastery of outcomes prior to completion of the course.

**Review of Current Curriculum & Outcomes**

The outcomes for the program need to be revised so that the college can ensure the program is providing students with the skills to actually begin or maintain an entrepreneurial process.

In its current state, the program’s curriculum is a blend of courses from ENT as well as other business-related departments, such as management, marketing and accounting. Significant revisions were made in 2011 and 2012 after the last review. Four core courses in the curriculum, Entrepreneurship I & 2, Business Plan Writing 1 & 2 were combined into two. This placed a greater emphasis on the learning outcomes of each of the new courses. Courses for E-Commerce and The Virtual Company were withdrawn. Small Business Finance and a Capstone course were introduced and students were encouraged to complete their certificate or degree.

There currently are five entrepreneurship courses, each for three credits:
• ENT-101: Entrepreneurship
• ENT-111: Small Business Management
• ENT-210: Small Business Finance
• ENT-220: Business Plan Writing
• ENT-275: Entrepreneurship Capstone

These courses are sequenced such that ENT-101 is a prerequisite for ENT-220 and ENT-275. In addition, students must also complete MKT-145: E-Commerce, ENT-210 and ENT-220 to enroll in the capstone course, ENT-275.

Currently, the prerequisite for ENT-210 is ACC-200: Financial Accounting. This was re-evaluated during the past academic year, as it was believed students were taking a detour from program completion rather than taking the accounting prerequisite. Changes were discussed within Curriculum Committee, and a revised prerequisite will be effective in the 2017/2018 catalog: BUS-100: Introduction to Business or ACC-100: Introductory Accounting or consent of instructor. It is believed this better serves students by allowing flexibility for students at more advanced levels or vice versa. This prerequisite combination will also be in place for ENT-220 instead of ENT-101.

As the program considers the longer-term future of its courses, all prerequisites will be reviewed to determine the impact of ensuring students meet minimum competencies in reading, writing, and/or math (that is, they are “college ready”) to be successful. A major challenge the program faces is determining whether or not the mix of entrepreneurship courses provide the best value for the students. Faculty would want to know are there “gaps” in the course offerings that would make the program more attractive to students.

**General Education**

There is general consensus that the term ‘entrepreneurship’ has a broader application than just business. Therefore, there are natural relationships to the college’s general education outcomes, particularly critical thinking. The entrepreneurship curriculum emphasizes these skills in addition to others such as problem solving and collaboration.

**NEED**

The array of courses available for entrepreneurship certificates and degree meet the standards as outlined by The National Consortium of Entrepreneurship Education. Nationally accepted entrepreneurship content standards and performance indicators have been important in determining what should be part of entrepreneurship programs.
everywhere. The national consortium decided that it was important to be able to describe the entire field of entrepreneurship education as a lifelong process.

ENT courses are also part of the curricula within Office Administration Technology, Management and Marketing.

Enrollment
Enrollment in the program has bounced around, but reflected the college’s trend of growing through the recession and then tapering off. Small growth in seats is seen over the past three years.

As mentioned, the curriculum has been revised and condensed over the review period. The course-level enrollment for the current five courses is graphed below.

The exploratory courses of ENT-101 (intro) and ENT-111 (small business management) are taken by students from across the curriculum and naturally have the highest enrollment. As they progress within the Entrepreneurship program, students’ business concept ideas
are better fleshed-out and they are looking for ways to take the next step to launch a start-up. It is anticipated that changes to the pre-requisites will allow students to enroll in these more advanced courses earlier.

High School Opportunities
Enrollment by tech prep high school students has significantly fallen in the past few years. The program has extended invitations to high school students to attend co-curricular events held on ECC’s campus. In 2015, over 150 high school students attended these events. The Business department is leveraging its relationship with the Developmental Education & College Transitions department to jointly create strategy that will address ways to get more dual enrollment and/or dual credit students in the program.

![ENT Tech Prep Dual Credit Enrollment, FY08 - FY15](image)

Completions
Awards are granted for three stackable certificates and one degree. Total awards granted has grown by a third, primarily within the 12-credit BVS.

<table>
<thead>
<tr>
<th>Award</th>
<th>Credits</th>
<th>FY11</th>
<th>FY12</th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
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<tbody>
<tr>
<td>AAS - Entrepreneurship</td>
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<td>2</td>
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<td>VS - Advanced Entrepreneurship</td>
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<td>1</td>
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<td>VS - Intermediate Entrepreneurship</td>
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<td>BVS - Introductory Entrepreneurship</td>
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<td><strong>Program Total</strong></td>
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<td><strong>2</strong></td>
<td><strong>3</strong></td>
<td><strong>11</strong></td>
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</table>
week scheduling and offer online sections.

Consistent with the Sustainability, Business, Career Technology’s division philosophy to 1) align curricula with industry demand; and 2) create stackable educational sequences, it is recommended that the program discontinue the ENT AAS degree. In its place, a revised ENT BVS could stack into a general business focused AA degree, creating entrepreneurship concentration.

The near term focus for the program will be revising the program so that the certificates become a concentration module of the AA degree. Stacking to the AA will create a better opportunity for students who desire to transfer to a four-year college upon completion. At the same time, certificate completes can begin working on entrepreneurial endeavors. Planned revisions to the certificate will include making the program more practical with tangible outcomes that are attractive to small business starters.

**Placement/Employment**

Most students who take entrepreneurship courses have aspirations to start or enhance their business ventures. Program graduates have also taken entry-level positions in marketing, sales and management. Some are also inclined to start a business on a part-time basis while employed. Faculty are aware of 12 students who have utilized the program to start or enhance a business, and according to records, at least 8 are still in business. Students acquire valuable skills such as creativity, innovation and problem solving, which can be applied in any employment setting.

A topic at the most recent advisory committee meeting (December 2015) notes that business-focused associate’s degrees (an AS) would allow students great opportunity to transfer at junior status at schools such as partner Columbia College, Missouri. Students completing the AAS are deficient in the number of general education courses required to earn a baccalaureate degree. Employment opportunities will be more broad and diverse at the 4-year level of education. The committee also commented that internship opportunities for all business-related majors would increase their exposure to employment.

**COST-EFFECTIVENESS**

The program needs significant work to become consistent with programs with stronger enrollment. Eliminating the AAS degree and a strategic focus on the certificates will help the program achieve better cost metrics.
QUALITY

Strengths
The program exposes students to best practices of entrepreneurial pedagogies. Students learn how to utilize research sources to inform their business plans. Students are encouraged to interact with the community and local entrepreneurs through the experiential learning activities in the program. Each student has the opportunity to go outside of the classroom and conduct an in-person interview with an entrepreneur in their field. The array of courses contribute to their employment by building a strong experiential component into their classroom activity.

Student Retention Rates
Retention rates overall in the program’s courses are improving and are approaching the college’s FY15 average of 90% for face-to-face courses.

![Graph showing ENT Retention (non-W) Rates, FY11 - FY15]

By course, it is noted that ENT-101 is where most students drop. Faculty is analyzing these trends, but it is hopeful that continuous effort to enhance curricular alignment with industry demand will help improve performance. Rates have improved in ENT-111: Small Business Management, and have maintained at 100% in the advanced courses.
Student Success Rates

The overall success rate for the program’s courses averages in the 60s and has been increasing over the past years. Still, the rate lags behind the college’s FY15 average of 72% for face-to-face courses.

Some variations are found by course. It is interesting to note that the reconstituted Business Plan Writing course (ENT-220) is performing very well, particularly compared to the historical course, ENT-120. The revision and its new textbook put more emphasis on practical concepts of business modeling and interacting with customers, clients and associates. Students in the upper-level courses are doing very well. The course with the lowest performance is ENT-101, the introductory course. As noted previously, faculty is analyzing performance metrics and using data inform curricular decisions.
Course Assessment
The program has not participated in the college’s formal course assessment process during the current review period. A schedule has been developed which will start with the highest enrolled courses of ENT-101 and ENT-111. Course outcomes are well written and provide a good starting point.

The opportunity within assessment moving forward will be to create experiential learning opportunities for the online curriculum. Can the same content and depth be covered when everyone is not face-to-face? The program desires a similar or better learning experience for online students.

Student Success Strategies and Improvements
The division is hopeful that the recommended curricular changes will be beneficial to students. Global Entrepreneurship Week and Sustainability Week are the two key activities used to increase awareness and student participation on campus and in the community. The two programs are also used to increase the student engagement in the classroom by designing “experiential learning” opportunities. These two programs are critical to the long term growth of entrepreneurship enrollment on campus.

Student Satisfaction
It is noted that some ENT students have met with the dean and faculty and asked for a program that provides more practical assignments that lead to tangible outcomes such as completing actual forms for starting businesses. The entrepreneurial students are pleased to have viable alternative to pursue full-time or part-time employment while they continue to pursue their entrepreneurial passion.

The college received three student responses to the Career-Technical Graduate Follow-up
Survey. Two indicate they took the program from personal interest, one to gain skills for entry into a new or different job. Two of the three respondents indicate they are Very Satisfied with the content of the program’s courses, lectures and materials while the other reports being Somewhat Dissatisfied.

Advisory Committee and Employer Feedback
An advisory committee meeting is jointly held annually for Entrepreneurship, Business and Marketing. The program will consider making a recommendation to introduce a new advisory committee for entrepreneurship specifically. The most recent meeting in December 2015 discussed opportunities within the field of Supply Chain Management, and the division will be exploring such opportunities across the curriculum.

Employers from various disciplines note that students require development in ‘soft skills’, defined by Workforce Connections as a “broad set of skills, competencies, behaviors, attitudes and personal qualities that enable people to navigate their environment, work well with others, perform well and achieve their goals.” These, along with critical others such as creative thinking and decision making, are well presented and reinforced throughout the entrepreneurship program. Any student can benefit from the skills which comprise the entrepreneurial mindset to be successful.

The program faculty has received requests from local employers to direct ENT graduates to their companies, which include Shared Harvest, Gail Borden Library and Grand Victoria Casino.

Alternative Modalities and Scheduling
There is an immediate need to restructure the program, creating stronger certificates with an option to stack into a transfer degree. As discussed previously, there is a desire to move course content into the online methodology. The program’s courses are offered face-to-face in day as well as evening time slots. The program would also like to offer its courses in the summer and to create the courses in 8 week back-to-back formats to support a quicker time to completion.

Collaborative Relationships
Faculty belong to the National Association of Community Colleges, Entrepreneurship (NACCE) whose mission is to create a community college culture that fosters economic vitality through entrepreneurship.

The Collegiate Entrepreneurship Organization, (CEO) is the student opportunity to get involved in entrepreneurship. CEO is the premier entrepreneurship network with chapters
on university and college campuses across America and beyond. CEO supports entrepreneurship in over 200 chapters in 43 states. CEO’s mission is to inform, support and inspire college students to be entrepreneurial and seek opportunity through enterprise creation.

The entrepreneurship movement at ECC has developed strong relationships with high schools in and outside of our district. In 2014, 12 students in the entrepreneurship program went to Hampshire High School to assist them in their “Shark Tank” pitch competition. They reciprocated in November of that year with two busloads of students to the ECC Global Entrepreneurship Event in November.

The movement also supports the Gail Borden Library and the Create, Innovate and Ignite Series. This series is designed to help community entrepreneurs spark their imaginations, ignite their creativity, and bring their innovations to life. ECC has also partnered with neighboring Judson University to help launch their entrepreneurship week celebration beginning in 2015. Two faculty members and two students reciprocated by attending ECC’s spring entrepreneurship event. It is anticipated that this relationship will be built upon in the years to come.

A significant opportunity exists to create interdisciplinary entrepreneurship programs within the college. The ENT program is housed in the business and management departments yet entrepreneurship impacts various subjects outside of the business department. For example, many technologies and innovations come from science, engineering, math and health care areas. Integrating entrepreneurship concepts into these programs provides exposure to the business departments, but also a more hands-on learning experience for students outside of the business department.

Innovations
One of the latest trends in entrepreneurship education and the startup in general, is the shift towards the creation of social enterprises and the goal of creating a business that includes a triple bottom line – both generate profit for shareholders/investors, demonstrating good stewardship of the environment, while adding value to society. Social entrepreneurship is consistently mentioned by students as an area of interest.

The program is seeking to streamline its program, leveraging its stronger performing certificates as a new foundation for a program that stacks to a transfer option. Additionally, faculty is exploring how to alter the delivery of the instruction so that the environment is more like a workshop that leads to completed, usable work documents for students.

In a future state, the program seeks to infuse the concept of “the entrepreneurial mindset”
across the college’s curriculum. The concept of entrepreneurial leadership is defined as organizing a group of people to achieve a common goal using proactive entrepreneurial behavior by optimizing risk, innovating to take advantage of opportunities, taking personal responsibility and managing change within a dynamic environment for the benefit of the organization. The online program would cover the nature of entrepreneurial leadership and the entrepreneurial process. It would combine core content with a strong commitment to experiential learning. Curriculum would enhance student competencies in areas such as risk management, recognizing opportunity, leveraging resources, business modeling and innovation.

**PLANNED IMPROVEMENTS/GOALS**

**Next Year**
- Develop a sunset plan for the AAS degree to be replaced with a transfer alternative
- Revise the current ENT certificates:
  - Modules as elective portions of an AA degree
  - Inclusive of a fast-track, workshop program for more advanced entrepreneurs.
- Develop and offer online sections:
  - First, ENT-101 and ENT-111
  - Then ENT-210, ENT-220 and ENT-275-770
- Initiate dialog with four-year education partners to explore transfer agreements for degree completers.
- Engage in formal course assessment process, starting with ENT-101 and ENT-111
- Engage students by ensuring that the instruction is delivered in workshop format that leads to tangible outcomes.

**Next Five Years**
- Grow enrollment
- Develop strong program assessment
- Develop strategic partners
- Develop brand identity for program and students

**Support Needed to Accomplish Planned Improvements**
- Faculty engagement in curriculum work.
- Engagement of partners to work with faculty on curriculum and vision.
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?
   Yes. Programs of Study for Entrepreneurship are on file for high school districts u46, d300, d301, and d303.

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

c) Does the program offer the opportunity for secondary students to acquire postsecondary credits (dual credit)?
   Yes. High school students may take the 4 courses comprising the BSC certificate in Introductory Entrepreneurship. Or, students can also take several business courses which will apply towards the degree, including accounting, marketing, management, business math and business communications.

   Articulated credit is not specifically available for ENT courses, but students may earn articulated credit for other program courses, such as management, marketing or accounting which comprise the certificates.

d) Does the program lead to an industry-recognized credential or certificate at the postsecondary level, an Associate’s degree or Baccalaureate degree?
   Yes. The program is comprised of stackable certificates which lead to an AAS degree. This degree is not transferable. These certificates and the degree are not required for any particular credentialing or employment opportunity.
SUMMARY OF PROGRAM REVIEW RESULTS

CAREER & TECH ED PROGRAM REVIEWED IN ACADEMIC YEAR 2016

Program Identification Information

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<th>6-digit CIP:</th>
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<td>Marketing Sales and Service</td>
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<td>Career Pathway:</td>
<td>Management and Entrepreneurship</td>
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<td>Program of Study:</td>
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<td>30</td>
</tr>
<tr>
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Action

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

Introduction to the Marketing/Marketing Retail Program at ECC

The college offers instruction leading to degrees and short-term certificates in retail management or marketing. Marketing study at CC covers key areas such as market analysis, production planning and development, consumer buying patterns, channels of distribution, pricing, advertising, promotion and sales techniques.
The degree in retail management provides in-depth study of business, marketing, management, retailing and human relations with related courses in accounting, computer applications, and communications.

Both the marketing and retail management programs explore merchandise planning, pricing, display, store location and layout, advertising and promotion, financial planning and control, and customer relations and buying.

**FY11 Goals for Improvement (from previous Program Review Report):**

**Marketing:**
- There will be greater use of social media.
- With the assistance of the text publisher, self-testing and online assignments will be imbedded to check for students’ understanding of the materials.
- It is clear that enrollment in the internet sections will continue to grow so the department is planning to research potential areas for improvement in order to increase student success in this modality for the Marketing program. These include:
  - Additional structure - clear guidelines, expectations, and deadlines
  - Stronger communication options between instructor and students - for instance, students receive a weekly email with comments regarding their progress and phone calls when their performance is consistently low.
  - Videos and internet links could be linked to clarify some topics and to provide information about the class structure.
- Results of program mapping exercises and conversations have raised the idea to put more constant emphasis on the first learning outcome, creating a marketing plan.
- Additionally, the department will explore opportunities to incorporate global content and experiences into the existing curriculum, and capitalize on the new and forming relationships with institutions in China and India.

**Retail Management (FY10):**
- The primary improvement would be to increase the number and variety of students in the program, and thereby enhance the discussions and nature of interaction online.
- This would be a two-year project of promotion of the program to retailers in the district, to encourage employees to prepare for management positions.
- More emphasis should be given to arranging relevant and meaningful internships for students entering the program.

**Progress made towards these goals:**
Marketing

- Within the textbooks there are social media applications which are used in the classroom; it is virtually impossible to have meaningful marketing discussions without taking into account social media applications.
- The publisher of the textbook has developed Connect and Smart Book. These tools give the students an opportunity to determine their level of understanding of the material prior to testing. These aids have been instrumental in helping students prepare for classes and exams and contribute to students’ success.
- Another strategy that allows for more student success and retention is the one-on-one meetings with students in face-to-face classes. It’s always instructive to get to know students in this type of setting.
- The program has found much success in offering short term and late starting classes. The numbers in Advertising and Retailing have doubled when offered later in the semester.
- There has been an increased emphasis on online classes in the department. MKT-145: E-Commerce has been revised and is offered online. It changed to Marketing from Management (MMT) and the cross-listing with Entrepreneurship (ENT) was removed.
- More consistent emphases on Creation of Marketing Plan: (no update provided)
- There has been significant emphasis on globalization.
  - As co-chair of the college’s Global Infusion Studies Taskforce (GIST) curriculum subcommittee, Instructional Coordinator Clark Hallpike has encouraged faculty in the business departments to submit proposals for stipends to infuse global content in their courses.
  - Two faculty members have taken advantage and have been awarded stipends.
  - Mr. Hallpike’s trips to China, and India under the Title VI grant have enabled the addition of more global assignments. His travels to Cuba, The University of the West Indies in Barbados and Greece this summer have allowed him to bring more global content to the classroom.
  - At the next Advisory meeting, he will be sharing with the faculty the advantages of assignments in these areas.

Retail Management

- The program has found much success in offering short term and late starting classes. The numbers in Advertising and Retailing have doubled when offered later in the semester.
- The department will be working more closely with the marketing department to more effectively promote the programs. Consolidation of departments are afoot which will allow for a more efficient marketing process.
• Students have been asking for internship opportunities and some have been granted. The department will be working more closely with the internship coordinator to enhance the program.

Additional Accomplishments since FY11:
• The department is likely to be the leader in diversity of faculty in the institution. Of the fourteen faculty, there is a healthy representation of African Americans, Hispanics and Whites.

MARKETING/RETAIL MANAGEMENT PROGRAM OBJECTIVES

Program Outcomes
Upon completion of the programs, graduates will be able to:
  1. Complete a marketing plan
  2. Identify components of the marketing mix
  3. Assess the impact of the global economy on marketing strategies
  4. Explain the concept of value in context of price/benefit of a product
  5. Examine the impact of concerns of cultural groups on marketing strategies

Demonstrated Outcome Achievement
Students perform a variety of tasks within the classroom to demonstrate their learning. Traditional exams and research papers are employed, as well as case studies, group projects and presentations. The book Marketing Mistakes and Successes is a compendium of case studies for application.

Review of Current Curriculum & Outcomes
Significant revisions were made to the programs of Marketing, Retail Management, Management and Entrepreneurship in 2011-2012 as a result of the prior review which included course withdrawals, course renumbering and editing of pre-requisites. A new 27-credit BVS certificate, Customer Relationship Management, was introduced in 2012.

The sequence of courses is based on earning the stackable Basic Vocational Specialist certificate and then moving on to the Associate of Applied Science degree.

Current considerations being discussed with the dean and faculty include changing the prefix for MKT 145: E-Commerce to a Business prefix (BUS) so that the course could better fit other programs and not be specific to marketing. The courses MKT-260: Public Relations, MKT-230: Direct Marketing and MKT-240: Business to Business Marketing will be presented to the Advisory Committee this semester for possible discontinuation. These will not be
withdrawn until substantial thought and discussion have taken place. There are plans to assess the feasibility of adding a Supply Chain Management program to the business division.

**General Education**
All courses contribute in some way to the general education outcomes of the college. In addition to large volumes of reading materials and written assignments, students present projects and research papers to the class. Many of the courses are infused with global content as students are prepared to live and work in the global workplace.

In particular, the program recognizes the importance of critical thinking and focuses on helping students to acquire that skill via case studies. The heavy emphasis on this outcome enables Marketing students to look at problems presented in other courses, particularly case studies, through a “critical lens”. Business courses also focus on the need for students to understand the A.S.K. (Attitude, Skills and Knowledge) necessary for success. Other program complements to Critical Thinking include course topics of *emotional intelligence* and the *entrepreneurial mindset*. This growth mindset allows for each person to be aspirational and transformative in any occupation.

**NEED**
The program supports the fundamental focus in all business courses: critical thinking, the various aspects of the entrepreneurial mindset, problem solving, innovation and creativity. These skills are marketable and applicable in the workplace. However, CTE business programs seem to be down everywhere, as the 2-year curriculum does not provide sufficient training for the jobs in these areas. Only two other community colleges offer applied science degree programs under this same CIP code (52.1401) – Southwestern Illinois College and Oakton Community College.

**Enrollment**
Much like the college’s pattern, enrollment rose through the recession, peaking in 2011 and then tapered down. Here, enrollment hit its lowest point in FY14 but has swung back up slightly. The decrease in enrollment is due in part to economic trends. As the unemployment levels rise so does the enrollment levels. In that regard it has been expected that jobs returned after the recession, enrollment declined as students were able to find work. This was particularly felt in the night sections.
Marketing (MKT) courses make up the bulk of enrollment, with Retail Management (MMR) averaging around 30 seats per year.

Differences are noted by course. Introductory courses have the highest enrollment, as students seek to add a business course to get some fundamentals of business. MKT-103 in particular is part of the other business programs and will get a wider base of students.
As students specialize within the program, advanced and capstone courses will have lower enrollment. It has been discussed above that three courses, MKT-230, MKT-240 and MKT-260 are candidates for withdrawal.

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<th>FY11</th>
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Within the program there has been an increase in online students. This modality provides convenience to the students, as they are able to complete the courses without having to come to campus. The Retail Management (MMR) courses have only been offered online during the past five years. Faculty are working to expand online offerings. Hybrid format is also employed.
Increases to enrollment are needed to justify the need for this program. The Business faculty strongly recommend greater efforts towards marketing and involvement with new student orientation to draw students. The program will be working more closely with the area high schools to introduce students to the available programs with significant emphasis on the “value” - the benefits of taking quality classes at ECC versus the cost of tuition elsewhere.

**Completions & Licensure**

The programs do not have robust completion and are experiencing significant declines.

Students are not completing in acceptable numbers. The curriculum needs to be updated, including a robust review of sequencing and alignment of prerequisites with overall program objectives. One strategy is to make a least one section of courses available each semester so students are not slowed down due to courses not being available. Another is to promote greater emphasis on certificates as stackable portions of degrees and
encourage students to continue on to completing degrees while completing certificates. As well, students need to be more aware of how close they are to completing certificates and be encouraged to complete them. It is not unusual to come across several students who qualify for certificates and didn’t know that they did. Graduation of tech prep/dual credit students should also be emphasized in the classroom. Tech Prep students are often making progress towards earing certificates and should be encouraged to complete.

In the bigger picture, however, the relevance of the curriculum needs to be immediately addressed. The program is in need of revision to increase its relevance to students and employers. The college is seeking to align CTE business certificates with entry-level jobs, and stacking those certificates toward a transfer-focused Associate in Arts degree. The viability of this AA degree option is being researched by the dean and would distinguish ECC’s programs from others. This direction is consistent with labor market information. Certificate options would align and prepare students for para-professional jobs aligned to the business disciplines which could assist students with emp0loyment as they pursue advanced skills within a baccalaureate degree. Such certificate areas include supply chain management, bookkeeping/accounting, economics, marketing and entrepreneurship.

Placement/Employment
In its current configuration, the program does not adequately prepare students for employment. Increasingly, the outlook suggests that baccalaureate and other advanced degrees better position graduates for employment in these fields. The business department needs to immediately update the business curriculum so that it is inclusive of certificates which prepare students for entry level work, yet set them on a path towards associate’s degrees intended to transfer to four-year schools. The business department is interested, too, in expanding the curriculum to related fields, in particular, to Supply Chain Management. There is clear evidence with the growth of businesses such as UPS, Amazon and Federal Express, that there is a need for such programs.

Faculty will work with the internship coordinator in Career Services to increase partnership possibilities for students in these programs.

Opportunities are limited at the AAS graduate level. Data suggests earnings of less than $30 per hour for some positions.
Analysis of job postings for Accounting, Management, Marketing, and Entrepreneurship reveals that most “business” jobs in this region require a bachelor’s degree.

**Improvement Strategies**

The business program needs to address the fact that the entry requirements for most jobs in business require a minimum of a baccalaureate degree. The program must adapt to these labor market demands to ensure maximum opportunities for transfer. The ideal situation would be certificates that stack in to AA transfer degree with a concentration in business. The current business programs at the college need to be revised, eliminated, and added in direct response to market relevance. To date, the division has developed a matrix of curriculum projects that will begin in fall 2016 and include a combination of revising existing curricula and adding new courses.

Overhauling the programs so that they meet the needs of students and employers is going to require innovative concepts to provide an appropriate mix of theory and practice. The
program needs to differentiate from other programs in the region by creating things like embedded businesses within the program that students can operate. Forming partnerships with other programs at the college can facilitate this. Lastly, closer contact should be made with surrounding four year institutions to create a seamless path for students to transfer. The college’s transfer coordinator can also assist in this regard.

**COST-EFFECTIVENESS**

The business programs have experienced diminished enrollment. The cost of maintaining current staffing level is a significant challenge. Ultimately, the program must adapt to current trends to regain ground. The college is exploring ways to streamline the business program toward the end of increasing relevance for students and employers. As part of the ongoing work to improve the program, it is expected that efficiencies can be gained. The college utilizes a zero based budgeting methodology that facilitates efficiency.

Revising the programs so that they are more relevant to students and businesses is needed to facilitate program growth. Curriculum updates that are inclusive of practical experience will allow students to apply theory learned in classes. Embedding practical experience is anticipated to require funding. The program has identified conferences and other activities which will help keep faculty and students up to date in the field. These activities have the potential to help faculty to be more relevant in the classroom and have given students the opportunity to experience discussions and presentations on current topics.

**QUALITY**

**Strengths**
The college is aware that this program needs to change to be responsive current labor market. As originally designed, the program was strong, but under current conditions, a stackable certificate program, which leads to a transfer degree would provide better opportunity for students. A strength is that the existing program provides a suitable foundation to make necessary changes.

**Student Retention Rates**
Course-level retention rates for the programs combined have been averaging around 80%, below the college’s FY15 average of 88%. As a subset, students in MMR are much fewer; therefore, there is a wider variability in success rates each year. Sometimes it is higher than MKT, sometimes lower.
Some differences are noted by course. The four highest enrolled are graphed below.

Modality also presents some difference. As with the college’s overall rates, face-to-face traditional sections have the highest rates (ECC average 90%), then hybrid (86%) with online the lowest (79%). It is noted that retention in face-to-face sections in these programs is increasing slightly in recent years and does exceed the college’s average.

The college is leveraging initiatives funded by a Carl T. Perkins grant to enhance student
engagement, retention, and completion. Additionally, conversations have been occurring in the department on ways to enhance student retention. These conversations need to occur with all faculty in the department. The effort needs to focus on both student completion of courses and completion of programs.

**Student Success Rates**

Program success rates have been holding moderately steady, yet consistently falling below the college’s FY15 average of 71%. Generally, success in MMR courses will be slightly higher than MKT.

As with retention, MKT-105: Sales has the highest success rates, exceeding the college average of 71%.

There has been an increase in enrollment in online sections, which currently show the lowest success rates and fall below the college’s average of 60% for the modality in FY15. Efforts will be made to track the performance of students in this modality compared to face-
to-face classes. Face-to-face sections show the highest levels of success and exceed the college’s average of 72%.

![Graph showing MKT/MMR Success Rates by Modality, FY11 - FY15](image)

Student success levels are not acceptable. Faculty will be working more closely with the assigned retention specialist and are devising a Google Docs program that would determine students’ progress towards completion and also determine which classes are need to achieve this.

**Course Assessment**

The program has not participated in the college’s formal course assessment process during the current review period and there has not been a robust effort to monitor assessment in this area. In FY17 the Business department will focus on assessment techniques to ensure that student learning is being appropriately assessed. Of key interest will be ensuring that assessment aligns with the department’s larger vision of creating certificate programs that stack into a business transfer degree. Assessment will need to be appropriate for the certificates and the degrees independently as well as in the aggregate.

A schedule has been developed which will start with the highest enrolled courses of BUS-100: Introduction to Business and MKT-103: Marketing. Course outcomes are well written and provide a good starting point in BUS-100. This course has been on the college’s “Gateway” list since 2009. This list ranks courses with high enrollment and low success. The course outline for MKT-103 has not been revisited during the current review period. In particular, the learning outcomes need to be rewritten before meaningful assessment can begin.

The program wishes to work with faculty in the department to encourage content consistency with the course outline with regard to equity and inclusion. It will encourage
more faculty and student involvement in the areas of globalization and diversity.

Overall, the department needs to get an understanding of the variety of students their different needs and the levels of preparation with which they arrive on the campus. It is often the case that students might not be prepared for college, but we need to be prepared to meet them where they are. There needs to be greater efforts at creating a classroom environment of high expectations and excellence.

**Student Success Strategies and Improvements**

The first step in addressing student success is to do brainstorming in the department and look at concerns and issues which the faculty have. Course syllabi list the support areas on campus such the Write Place, Math Lab and tutoring opportunities. Students are encouraged to get help from these services. The Marketing professor meets with students regularly on a one on one basis to help them navigate the college environment and encourages other faculty to do the same. When faculty meet with students one-on-one, important relationships are formed. Students realize that faculty are very concerned about their success and tend to do better in class.

It is not sufficient to make classes available and assume that students will register. We will encourage the faculty to focus on class and program completion in the classroom. Although instructors sometimes take their classes to the library for orientation with regard to research, online students should also be invited with evening options available. Along with effective communication skills both writing and speaking, all classes should be encouraged to include an emotional intelligence component.

**Student Satisfaction and Engagement**

Most of the students who responded to a student satisfaction survey were satisfied with the content of the courses within this program. The percentage of satisfied students dropped, however, when students responded to how well the program prepared them for further education. This is a known opportunity for the program.

**Advisory Committee**

The advisory committee functions are sure to collaborate with the local Chamber of Commerce and local retailers such as Nick’s Pizza and alumni entrepreneurs for their input in the college’s business programs. At the most recent meeting in December of 2015, the advisory committee felt strongly that the program must update its program to better prepare students for transfer, which would better position them for employment. One educational partner noted that the AAS students transfer in at a deficit because they only take 15 credit hours of general education. Discussions centered on internships and the
possibility of new courses and programs. A new program mentioned was in Supply Chain Management.

**Employer Feedback**
Those at the advisory meeting mentioned new courses including social media and greater emphasis writing and speaking skills.

**Alternative Modalities and Scheduling**
There is a good mix of online and face-to-face classes. Some consideration should be given to exploring more hybrid delivery and compressed 8-week sections. The program has found that although late-start eight week classes are good offerings, online versions fit more precisely into the students’ schedules. In spite of the high demand for online classes there are still many students who prefer a face-to-face experience. As such, we should take into account the possibility of offering a combination of online and face to face in each course. As well, the immediacy of the technology is a particular opportunity, as students are able to see their progress. However, there is such inconsistency in levels of understanding of technology and skill level that there can be gaps in performance.

Plans for more online offerings will be incorporated into larger discussions on creating a revised business program that is inclusive of stackable certificates.

**Collaborative Relationships**
The departments within the business program have worked on various projects such as the Entrepreneurship Grant, which partnered with many areas of the college including Institutional Research, The Foundation and academic departments such as Culinary, Graphic Design, Heating Ventilating and Air Conditioning, Performing Arts. These relationships will be vital when implementing the recommendations which resulted from the research.

The college’s internship coordinator was invited and attended the Advisory Committee meeting and has since made referrals for internships. This will be an important relationship.

The program has partnered with ECC’s College Readiness and Transitions team and in particular will work with them to investigate and strengthen the number of high school students taking advantage of early college credit opportunities.

**Innovations**
All members of the department were invited to the advisory meeting at which opportunities were available to be innovative, as we discusses the direction of the department. There are also one on one discussions, but a more formal gathering is being planned. The department recently worked on a grant which provided the opportunity to take a look at what we do
and do some critical/innovative thinking at our programs.

As co-chair of the GIST curriculum committee, the marketing professor encourages faculty in the division to take advantage of the Global Infusion Project. This project awards faculty with a stipend for infusing their curriculum with international content. Two faculty members have taken advantage of this innovation opportunity and have been awarded stipends.

Towards academic innovation, this program needs to redesign its offerings to be inclusive of series of stackable certificates. The program must also incorporate practical experiences within the curriculum and is looking at ways in which the business department can intersect with other departments, like culinary, to create practical experiences for students. The program is also looking at ways to offer innovative accelerated programs.

**PLANNED IMPROVEMENTS/GOALS**

**Next Year**
- Work with the internship coordinator to increase internship possibilities for students
- Call a department meeting to reemphasize the need to make the course syllabus consistent with the course outline
- Begin formal course assessment process
  - Assess BUS-100
  - Revise learning outcomes in MKT-103
- Partner with Truck Driving program to begin creation of Supply Chain Management program

**Next Five Years**
- Establish ECC’s business department as a desired feeder school to baccalaureate business programs
- Revise program to maximize transfer opportunities.
- Revise/Create certificates that prepare students for employment and stack onto a transfer program
- Make all program courses available online to foster the option of online completion
- Build strong partnerships with local industry toward the end of creating job shadowing and internship opportunities.

**Support Needed to Accomplish Planned Improvements**
Frequent meetings with both full-time and adjunct faculty will be needed to discuss program changes and gather support for them. To establish a Supply Chain management
program, the college will need a faculty member for this area. The cost can likely be shared with the Truck Driving program.

**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?
   Yes, there is a formal program of study for Retail Management with the four feeder high school districts. The introductory marketing course (MKT-103) is also part of the programs of study for Entrepreneurship.

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

c) Does the program offer the opportunity for secondary students to acquire postsecondary credits (dual credit)?
   Yes. High school students may take several of the program's courses which apply to, but do not complete, various BVS certificates, including MKT-103: Marketing, MKT-105: Sales and BUS-100: Introduction to Business. Articulated credit is available for MKT-103 within all four feeder high school districts. Additionally, articulated credit for MKT-105 is available from d300.

d) Does the program lead to an industry-recognized credential or certificate at the postsecondary level, an Associate's degree or Baccalaureate degree?
   These degrees are not transferable. These certificates and degrees are not required for any particular credentialing or employment opportunity.
ACADEMIC DISCIPLINE REVIEW REPORT TEMPLATE

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SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC DISCIPLINES REVIEWED IN ACADEMIC YEAR 2016

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<tr>
<th>Discipline Area</th>
<th>Anthropology</th>
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PROGRAM IMPROVEMENTS SINCE LAST REVIEW

FY11 Goals for Improvement (from previous Program Review report):
- The department plans to expand the collection of hands-on teaching materials

Progress made towards these goals from FY11:
Significant progress has been made in this area. Numerous replicas of artifacts and demonstration skulls have been acquired as well as raw materials and safety equipment to allow students to experiment with early hominid tool production techniques.

Additional Accomplishments since FY11:
An additional course was added to the curriculum in 2012, GEO-216: Geography of the Developing World (the anthropology department also includes Human Geography courses with the GEO prefix). It received IAI approval to be offered as fulfilling a general education degree requirement as of spring 2015. Anthropology has been active in the honors program, developed a learning community with the humanities department and are currently developing a learning community with the history department. Faculty member Marc Healy was invited to give the keynote address at the Phi Theta Kappa dinner on world hunger in 2012. Also in 2012, Marc Healy was interviewed by the Kane County Chronicle for an article about settlements in the Fox River Valley.

ANTHROPOLOGY DEPARTMENT OUTCOMES / CURRICULA REVIEW

Program-Level Student Learning Outcomes
By completing coursework in Anthropology and Human Geography, students will be able to:
1. Describe the scope of human biological adaptations through time and space, noting our similarities and dissimilarities to other animals;
2. Summarize human cultural adaptations with appropriate reference to location and era; and
3. Explain the value of human cultural diversity in their society and across the globe.

**Review of Current Curriculum & Outcomes**

Generally, outcomes are suitable as they stand. Course outlines for ATR-120: Introduction to Anthropology and ATR-210: General Prehistoric Archeology are being revised to update the topics outline and/or learning outcomes. GEO-116: Human Geography has been added to the list of courses for which AP credit will be accepted.

Courses with a current IAI General Education code carry the college’s minimum competency prerequisites in Reading and/or English/Writing.

Upon mapping the courses to the program outcomes it was noted that only three of them link to the first outcome. The topic of biological adaptations is a crucial part of the program of student in all anthropology departments. Although it is typically outweighed by courses devoted to the topic of cultural adaptations in a full degree program, it is still appropriate to have this as a program outcome despite the fact that many courses don’t deal with it specifically.

Curriculum is regularly updated to reflect current trends in our field and take advantage of better textbooks as they are developed. We have added ATR 216, Geography of the Developing World, to give our students a greater range of courses to take.

**Alignment to General Education Outcomes**

The primary general education outcomes of the college represented in the curriculum are reading, writing, critical thinking and scientific literacy. All courses contribute to one or more outcomes. During the writing of this review, the college’s outcome on Global Awareness and Diversity is being updated; Marc Healy has consulted with the assessment committee on this update.

**Articulation Review & Plans**

Two courses, ATR-250: Human Evolution and ATR-210: General Prehistoric Archaeology, have been submitted for the IAI five year review and revision. The changes primarily clarify the assessment methods used within the course. The department’s courses in the field of archeology are not articulated as fulfilling IAI general education degree requirements, and there are no plans to seek such designation presently. These courses will transfer as elective credit.
NEED

Several of the discipline’s courses fulfill the social and behavioral science requirements for the college’s associate’s degrees and provide an alternative to the more common choices in psychology or sociology.

Enrollment

Enrollment trends over the last five years in anthropology/human geography have closely followed overall enrollment trends of the college – rising to a peak in spring 2011 and tapering back down. FY15 enrollment is still 48% higher than it was in FY08.

Variations will be noted by course. The most popular courses running multiple sections per term are GEO-116: Human Geography, ATR-120: Introduction to Anthropology, and ATR-220: Cultural Anthropology. Honors sections of ATR-220 and GEO-116 have lower enrollment caps than non-honors courses. The comparatively large enrollments in ATR-120 and GEO-116 demonstrate these courses fill the needs of many students in terms of minimum competencies, degree requirements, and scheduling considerations.
The courses with the lowest enrollments, less than five per year, have been ATR-180, ATR-231 and ATR-240. ATR-240 is a special topics class that is available for offering should the demand or interest arise. The remaining pair of courses comprise the archeological field school and are taught off-site with no overhead for the college. While they have small enrollments, they nevertheless provide an important resource for the students who choose to take them. The new course, GEO-216, has been offered each spring, but has been cancelled due to low enrollment. The course did run in spring 2016. ATR-170: Archeology of the Midwest has not been offered in many years. It would need to be taught by someone who specializes in this area, expertise not currently held within the department’s faculty. Still, it could be a good course to offer in the future, so it will remain in the catalog.

**Distance Learning**

The majority of students enroll in face-to-face sections, though the department has offered courses in both telecourse and online formats. Telecourses have been phased out by the department as well as the entire college as an obsolete modality with significantly poorer success rates. Online enrollments have grown slightly to fill the need for this flexible option. Three courses are currently offered in the online modality in fall, spring, and summer terms: ATR-120, ATR-220, and GEO-116. ATR-210 had been offered as a telecourse in addition to face-to-face and has not yet moved online. As well, some of the enrollment decline in GEO-116 is due to the reduction of telecourse seats without equal increase in online seats.
COST EFFECTIVENESS

The ATR-GEO department continues to generate revenue that exceeds its expenditures. The primary non-personnel related expenses include instructional supplies and printing. Increases in instructional supply expenditures were seen when purchases were made to expand the collection of replicas of fossils and anatomical models for use in classroom instruction.

QUALITY

Student Success Rates

Likely coinciding with the reduction of the telecourse format, success rates overall are increasing, and exceed the college’s 2015 average of 71%.
Notable in the department is the high success rate for the online modality, which has been increasing and exceeds the college’s 2015 average of 60%.

**Student Retention Rates**
Apart from slight year to year differences, there are no trends apart from the phase-out of the telecourses which is part of the cause behind the slight upward trend for the department. The retention rates are consistently high and exceed the college-wide average of 88%.
It is also worth noting that the department’s retention rates by modality also consistently exceed college averages. This is particularly so for online, which demonstrates the quality of the courses.

Course Assessment
The standard courses with robust enrollment have been assessed on at least a yearly basis, and sometimes bi-annually, over the past five years. Findings indicate that students are meeting expectations, a fact reflected in the student success and retention rates. As needed, course outcomes and descriptions have been updated to clarify them and make them more relevant.

An example of improvement made with assessment data is the change in course prerequisites for Human Geography. GEO-116 includes a minimum competency requirement only for reading. The program requested an analysis from Institutional Research which shows that the students who successfully complete GEO-116 are far more likely to have met the additional minimum competency requirement for writing/English.
than students who do not successfully complete the course. As a research paper is a standard assignment in the course, these findings have led the department to revise the pre-requisites for this course. The proposal was accepted by the Curriculum Committee and will become effective in the 2017/2018 catalog. The other high enrolled general education courses in the department already have the writing pre-requisite.

### Variations in Course Success in GEO-116 based on Writing Readiness

<table>
<thead>
<tr>
<th>Year</th>
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<th>FY2012</th>
<th>FY2013</th>
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<tr>
<td>%</td>
<td>82%</td>
<td>83%</td>
<td>79%</td>
<td>80%</td>
<td>86%</td>
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<tr>
<td>Readyn</td>
<td>53.8%</td>
<td>64.5%</td>
<td>50.0%</td>
<td>44.4%</td>
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### Departmental Student Success Efforts and Improvements

Students are provided with ample opportunities for assistance outside of class through office hours and communication with via email, study guides and other online resources that students can use to enhance their classwork preparations. When students are having trouble they are referred to the appropriate services offered through the college.

The department expects to hire another adjunct faculty member to teach GEO-116 next fall to expand our section offerings. Other face-to-face and online sections have been added as necessary to meet the scheduling needs of the students.

Face-to-face classes have been consolidated to run in the same classroom to facilitate the use of hands-on materials stored in the classroom.

### Innovations

As new information and technologies arise in the discipline, they are implemented in the classroom. Currently, a new section of human geography has been added to reflect the increasing importance of the concept of development as the global economy expands and changes. In terms of technology, faculty are working toward producing their own media with a digital camera for still photography and videography to enhance instruction.

Faculty see the need to enhance the classroom with multimedia productions that bring the
world into the classroom, thereby transporting the student out into the world. All the resources necessary for this project have been secured. All that is required is the time to implement the project, which is currently ongoing. An example of this includes a video segment produced by Marc Healy about the London Cholera outbreak of 1854. It is covered in the textbook as an important use of geography in combatting public health problems. Rather than simply lecture on the subject, the video transports students to the site of the outbreak and shows Marc at the actual historical marker in Soho, where he relates the story of John Snow. Snow was a local doctor who discovered the source of the outbreak after mapping the locations of the cholera victims and comparing them to the locations of nearby water sources. It’s a good story, but falls somewhat flat in the text. Inclusion of multimedia brings the story to life in a much more engaging format.

Alternative Modalities
As discussed, several of the department’s courses are offered online via D2L and students do very well in this modality. Faculty also use a combination of D2L and web pages housed on the faculty server to make distance learning technologies available to the students regardless of a section’s modality.

Collaborations
Full-time faculty member Marc Healy serves on the Global/International Studies Team (GIST) and works with faculty members from other disciplines to help internationalize ECC’s curriculum. The department has also expanded ties with the political science, history and philosophy departments to seek broader inclusion of cross-disciplinary perspectives in ECC curricula.

PLANNED IMPROVEMENTS/GOALS

Next Year
- Possibly bring a speaker to campus
- Increase collections of osteological specimens
- Produce media for classroom instruction
- Adjust the prerequisites for GEO-116 (completed spring 2016)

Next Five Years
- Continue to update course outlines and syllabi for IAI approval
- Have a regular program of speakers in geography and anthropology
- Expand collection of modern human skull replicas and hominin skeletal replicas as needed
• Produce video and audio clips from fieldwork excursions to aid in classroom presentations

Support Needed to Accomplish Planned Improvements
A budget line item for speaker honoraria would help bring notable speakers in. Two speakers at $750 equals $1500. Equipment for producing media has already been secured. Osteological specimens can be purchased from within the existing budget.
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SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC DISCIPLINES REVIEWED IN ACADEMIC YEAR 2016

| Discipline Area | Economics |

PROGRAM IMPROVEMENTS SINCE LAST REVIEW

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

a. Add an internet class option for ECN-101 (Fundamentals), ECN-102 (Macro), and ECN-103 (Micro). Increase the success rate in these classes by decreasing both the fail rate and the withdraw rate through the changes that were implemented in other internet classes beginning summer 2010. These changes include: provide more information to students before they register for the class and in the week before the class starts, increase the options and frequency of communication with the instructor and with other students, offer more tools and mechanisms to promote students’ learning.

b. Add classroom sections for ECN-101 and ECN-102. Improve the results of student learning by increasing the number of students who accomplish the learning outcomes as measured by the assessment tests. Select two of the learning outcomes per year and incorporate new learning activities directed to reach the specific learning outcomes in the classroom.

c. For the ECN-111 course, review the class content and the learning outcomes to make the class attractive for students. The goal is to increase enrollment by offering topics that are of student interest and can contribute to their academic plans.

Progress made towards these goals from FY11:

a. Fundamentals of Economics (ECN-101), Principles of Microeconomics (ECN-201), and Principles of Macroeconomics (ECN-202) are offered in the internet modality (note, the course numbers were updated during the current review period). The three classes have undergone significant changes in the past five years. The changes include providing detail information about the requirements for the class in the week before the semester starts, increasing the options and frequency of communication between the students and the instructor, and offering more tools and mechanisms to promote students’ learning.
b. The number of sections of ECN-101 increased from 9 sections per year in the 2010-2011 academic year to 16 sections in 2015-2016. The number of ECN-201 sections increased from 12 to 15 per year in the same interval.

c. Course assessment results were used to identify the leaning outcomes where students have the lowest success rates of achievement. The use of new learning activities to address those outcomes was promoted.

d. ECN-111 has not being offered due to low enrollment. A new course, ECN-112 Comparative Economic Systems, was added to the catalog. It was only offered once also due to low enrollment.

Additional Accomplishments since FY11:

- The department is now offering honors sections of ECN-201 and ECN-202 with an average enrollment of 14 students per class.
- The full-time faculty member received the NISOD Excellence Award and was the ECC nominee to the ICCTA Outstanding Full-time Faculty Member Award in 2011.

ECONOMICS DEPARTMENT OUTCOMES / CURRICULA REVIEW

Program-Level Student Learning Outcomes

Upon successful completion of courses in economics, students will be able to:

1. Identify scarcity as the generic economic problem: limited resources and unlimited wants, and the need of making choices in front of scarcity.
2. Examine the trade-offs and opportunity costs of making economic decisions.
3. Examine the role of incentives in a market economy.
4. Describe the concept of rational behavior as the allocation of resources to maximize utility choosing the best option attainable.
5. Explain how markets exist where buyers and sellers interact and how this interaction determines prices and quantities.
6. Assess the change in the market price and quantity as a result of supply or demand changes.

Upon review and discussion of these learning outcomes, it was decided to add a seventh one, “Explore the role of government in the economy.”

Review of Current Curriculum & Outcomes

Course-level outcomes are regularly reviewed by faculty and are currently sufficient. From students’ evaluations of instruction, economics instructors have found that some students claim that they learned more than what they thought they would when taking an economics course that was taken as an elective. However, the topics that need to be included in
Principles Macroeconomics have changed as a result of the great recession of 2008-2009. In addition, the study of the globalized economic environment have also increased the amount of material that needs to be covered to understand the current economic situation. The department may explore the possibility of creating a new course to further explore the emerging topics: *Macroeconomics and the Global Economy*.

**Alignment to General Education Outcomes and Strategic Plan**

The three IAI courses fulfill the Social Science requirement of the college’s associate’s degrees. While alignment is present to each of the college’s seven general education outcomes, these courses particularly build upon student skill for Reading, Writing, Critical Thinking, Scientific Literacy, Quantitative Literacy and Global Awareness.

The department goals are heavily tied to goal number 1 in the strategic plan. *Fostering a learner-centered environment* is a priority for the department. The reason why this department exists is to help students learn economics not only to pass an exam, and eventually obtain a degree, but to improve their decision-making processes for life.

**Articulation Review & Plans**

All current economics courses are fully articulated and three of them have the IAI designation to fulfill general education requirements at ECC and for transfer.

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**NEED**

Three courses are regularly offered each academic year in a variety of formats: ECN-101: Fundamentals of Economics; ECN-201: Principles of Microeconomics; and ECN-202: Principles of Macroeconomics. These courses are popular as they fulfill general education requirements for degree completion and transfer. The full-time faculty member consistently polls students on their reasons for taking the courses, and over the past five years, over 90% of students have the goal of transferring to a four-year institution. These courses have also been offered as part of the Honors Program, as the material lends itself nicely to the expanded depth of content for those wanting more challenging coursework.

The remaining students take it as a requirement or elective for their AAS degree. ECN-201 and ECN-202 are part of the curriculum for Accounting, Entrepreneurship, Management and Marketing. It is the belief of the faculty that students majoring in business related fields require a comprehensive introductory knowledge of the two parts of economics, the aggregate perspective (Macro) and the individual perspective (Micro) that can only be achieved by taking the two courses. Instead of, one or the other, or the more compact version of Macro and Micro that is covered in Fundamentals. While ECN-101 is an option
for Entrepreneurship, Management and Marketing, it is not recommended for students intending to pursue further studies in economics or business-related majors.

The college offers an online version of each of these three core economics courses, which is typical of other community colleges. They assist students in completing a degree with limited attendance on campus and help students adjust to busy schedules.

ECN-111: Contemporary Economic Issues and ECN-112: Comparative Economics are considered advanced topics and carry a pre-requisite of either ECN-201 or ECN-202. Due to lack of enrollment, these courses have not run in recent years. One factor is likely the lack of an IAI code, though they will transfer as elective credit. These are junior-level courses for students declaring Economics as a major. This is generally a very small number of ECC students, and they likely prefer to take these courses at their transfer institution.

**Enrollment**

The long-term trend for enrollment in economics courses has been on a steady increase, whereas the pattern overall for the college peaked in 2011 and has fallen. In the current five-year review period (FY11 – FY15), seats have grown 12% while college-wide they have declined 17%.

The economics faculty plans to be more active in promoting economics classes to prospective students by communicating that the discipline provides knowledge that is useful for every day decisions and relevant for life. Events like College Night should be used as opportunities to talk with prospective students and explain the value of taking economics classes. Faculty have also been in communication with Academic Advising in order to clarify the most effective ways to communicate to students regarding economics courses as related to their educational goals and transfer plans.
Enrollment by course is presented below.

ECN-101: Fundamentals has grown the most at 39% since FY11. Students are interested in taking just one semester of economics and they may be attracted by the title of the course, which was *Basic Economics* through the 14/15 catalog year. The title of the course has been changed to *Fundamentals of Economics* as of the 15/16 catalog. The rationale of the change is to communicate to students that this course is not an “easy” one by removing the word “basic” from the title. Fundamentals covers macro and micro content in one semester and is not recommended for students pursuing business related degrees.

Seats in ECN-102: Principles of Macroeconomics have grown slightly by 8% and there is no change in ECN-103: Principles of Microeconomics. However, the department expects to see variations in these patterns beginning in Fall 2015 as new course numbering was approved through Curriculum Committee. It has been the case that Macro was recommended to be taken before Micro for students needing or wanting two semesters of economics. Given this, Macro has always had more sections offered than Micro and it has been the highest enrolled course. The department is now strongly recommending that students wanting two semesters first take Micro. While it is not an official pre-requisite, the department is testing the claim that learning Micro first will increase the success rate of students taking Macro. As such, the courses have been renumbered: ECN-201: Principles of Microeconomics, and ECN-202: Principles of Macroeconomics.

**Online Enrollment**

Enrollment patterns have varied when examined by modality. Slightly fewer students are taking online sections as the numbers in face-to-face sections have slightly increased.
Fundamentals, Macro, and Micro have had positive growth in seats in the last 5 years when only the classroom sections are considered. Fundamentals’ growth was 56%, Macro’s growth was 16% and Micro’s growth was 5%. When examining the proportion of enrollments for online sections, the overall pattern is declining, and the lowest level is seen for ECN-102: Macroeconomics.

Faculty attribute the decline to the low success rate and high withdrawal rate for online sections. Students find the online classes to be extremely difficult and the pedagogical methods used in the online classes have not been able to replace the face-to-face advantages of the classroom sections. Past students communicate with prospective students and express their difficulties with the online classes which discourages other students from choosing the online option. This will be further discussed in the Quality
section of this report.

COST EFFECTIVENESS

The cost of delivery of economics courses comprises mainly human resources as they require minimal instructional equipment. The largest fiscal challenge is with the cost of salaries and benefits. Given the continued growth in enrollment, the business program would like to add one additional full-time faculty for Economics in FY18. Previous to 2005 there were two full-time faculty members and a search was opened after a retirement, but the position was never filled. Currently, only 24% of the credit hours in economics are taught by the full-time instructor. This is significantly lower than the correspondent percentage for all divisions, which is 42%.

Based on the assessment data that the department has collected since 2007, students’ success in achieving the learning outcomes is significantly better in sections taught by full-time instead of part-time instructors. These can be due to different reasons. Some part-time instructors are looking for a full-time position. Some effective part-time instructors have left after finding a full-time position. Other part-time instructors must teach in different colleges for financial reasons. A large load of classes reduces the allocation of time for class preparation. The economics department claims that an additional full-time instructor would increase students’ success in reaching the learning outcomes.

QUALITY

Student Retention Rates

The five-year average retention rate (students who do not withdraw from a course) in face-to-face sections is 87% and only slightly varies by course, reaching a high of 92%. This is comparable to other FY15 course retention rates such as Introduction to Business (87%), Intro to Psychology (89%) and Principles of Biology (76%). The lowest retention rate is for the online section of Fundamentals (58%). The online sections of Macro and Micro have an average retention rate of 77%.
As introduced above when discussing enrollment, retention in the online sections is lower. While this is typical of the modality regardless of course, the faculty are concerned with the downward trend. They are not surprised that online delivery of the Fundamentals course is even lower still.

**Student Success Rates**
As with retention, it is important to separate online from face-to-face sections when analyzing student success, earning a C or higher. A five-year average is comparable for ECN-101 and ECN-103, but slightly lower for ECN-102 (Macro).
Success rates are lower in the online sections, average as a group in the 40s and are declining over the past five years.

The online sections of ECN-101 are the lowest. Students are not well prepared to succeed in the online version of Fundamentals and they can be more successful when taking the class in a traditional format. The success rates for online Macro and Micro are not too different and are also facing the same downward pattern. These are slightly lower than the FY15 online offerings of the other college courses benchmarked earlier: Introduction to Business (49%) and Intro to Psychology (44%). It will be a goal for the next five years to improve these success measures for the online sections.
Assessment of Student Learning

The economics department has actively engaged in course-level assessment over the past five years. Fundamentals and Macro sections are assessed at the end of the Fall semester and Micro sections at the end of the Spring. Faculty have developed a common assessment exam which is given to students in all sections. The success rate, defined as the percentage of students who have 70% of the questions correctly answered, is higher in Micro (82% in the last five years) than in Macro and Fundamentals (60% in the last five years). The Macro content is more challenging for students than the Micro concepts. The content that requires more analytical thinking has a lower success rate when compared to content that relies mainly on definitions. For example, for Fundamentals, learning outcomes 1, 3, 5, and 6 require more analytical reasoning and have success rates in the 60s, while learning outcomes 2 and 4 that are more descriptive have success rates of 83% and 75% respectively.

The faculty has identified the type of content which represents a challenge for students. They need to have more opportunities to develop their analytical skills in order to increase their learning of economics. Faculty would now like to explore how student characteristics influence learning of the course content and success. Is it the level of students’ preparation? Is it motivation? Time and financial constraints? Interest? English not being their first language? Other?

The possible explanations of students’ learning of economics are classified into four groups for further study. The department would like to know which of the four group(s) is (are) playing a more definitive role, and how the classroom or online experience can be changed in a way that these characteristics are addressed and create a more effective learning environment for all students. The four groups are:

- Students do not have the level of preparation from their previous educational experience that would allow them to succeed in learning college economics.
- Students are taking the course because it is a requirement and they lack interest in learning the material.
- Students have limitations of time because they are taking too many classes and they have work and family demands.
- Students have different types of intelligence. Depending on their type of intelligence, they would find economics challenging or not.

The department will continue with the assessment of all the sections in all modalities over the next five years on the same Fall/Spring rotation. Results from assessment will be shared with all the department members. The expectation is that these results are used at least to address the low success rate in some of the learning outcomes by implementing different ways of exposing students to this content.
Departmental Student Success Efforts and Improvements

The department meets once a year to discuss the assessment results and ways to improve student success in reaching the learning outcomes. The rest of the year, the full-time instructor communicates by email with the part-time instructors approximately once a month. This communication includes but is not limited to issues related to assessment, textbook selection, pedagogical trends, and class projects. The full-time instructor also meets with individual part-time instructors at least once a semester. One of the challenges to conduct department conversations is the difficulty in arranging meetings due to instructors’ class schedules and other commitments as adjuncts.

One action that was implemented in the past to address students’ learning in Macro and Fundamentals was requesting a lesson plan from every instructor for a particular topic that seems to be very challenging for students taking these classes. Only three instructors submitted their lesson plans. Those were shared with everyone else in one of the annual meetings.

The department needs a second full-time faculty member. The department has been requesting the replacement of a retired full-time faculty member since 2005.

Economics classes would benefit from more classrooms like F224 where the screen does not block the white board. Some instructors will explore the impact in their classes of not having library access to the New York Times and the Wall Street Journal.

Innovations

The full-time faculty member belongs to the American Economic Association (AEA). The membership provides online access to the AEA journals, Econlit (a simplified online bibliography), and J-store for archived journals. The membership also provides special prices for conferences in the field, like the AEA annual meeting and the National Conference on Teaching and Research in Economic Education.

The department would benefit from a forum to share learning activities and other resources on a regular basis and not just once a year. A D2L page will be used starting in the Spring 2016 to achieve this improvement in communication.

Seventy percent of the instructors use D2L to enhance their standard face-to-face classes. Instructors agree that it is important to incorporate more active learning methods and not just lecture. They use the internet during class time to bring real-world issues and current economic information and data into the classroom. One instructor requires students to work with the tutorial and assessment online system that comes with the textbook. Some
instructors are willing to explore new pedagogies that rely more on technology, for instance, flipping the classroom. One challenge of integrating technology into instruction lies within limitations of D2L. For example, MyEconLab, the online homework system attached to the department’s textbook, cannot be efficiently and effectively integrated with the learning management system.

Innovation implies using new strategies to help students learn the material. There are several avenues to innovate. Innovation can vary from just adding a new activity to teach a particular topic to completely flipping the classroom. Active learning pedagogies include in-class activities that require active participation of the students in the learning process. These activities consist but are not limited to the use of games, experiments, mini-cases, clickers, role-playing, discussion and analysis of news reports and short videos. Each instructor within the department choses the level of innovation that she/he wants to try.

Some examples of innovation implemented in the last five years are:

- Using group activities once a week, where students solve problems, answer questions, or discuss topics.
- Assigning students to watch a specific news program and then have an in-class discussion about it.
- Using one in-class assignment in every class period.
- Using clickers in the classroom to increase students’ participation.
- Projects, papers, and field trips implemented in the honors sections.

**Alternative Modalities & Scheduling**
Faculty may explore the possibility of offering these courses in a hybrid format. It is hoped this could combine the advantages of face-to-face instruction and student engagement with the flexibility of online learning. The department will explore the possibility of offering a Saturday course for Fundamentals. The summer session must be eight weeks long and start early rather than late in the term.

**Collaborations**
The Economics Department works closely with the Accounting Department. The two areas have worked together in implementing changes to the course numbers in an effort to communicate students the level of difficulty that the courses have. Economics has also provided information to the Mathematics Department and Assessment Committee regarding the type of quantitative literacy that students require to increase their success in economics courses. Finally, economics has worked with the Honors Program making sure that the honors sections follow the expectations of the program.
PLANNED IMPROVEMENTS/GOALS

Next Year

• Revise the prerequisites and learning outcomes for the core courses of Fundamentals of Economics, Principles of Microeconomics, and Principles of Macroeconomics.

• Promote the active participation of all the faculty members in the newly created D2L site as a way of improving communication and sharing teaching and learning strategies.

• Review textbooks and their resources to select the ones that better support ECC students’ learning styles.

• Expand instructors’ office hours to students in all the sections. If an instructor is teaching ECN-202, for instance, students from all the different sections of this class can take advantage of his/her office hours.

Next Five Years

• Revise and modify the online delivery of courses with the goal of increasing students’ success and retention.

• Consider the creation of blended (hybrid) instructional delivery, starting with Fundamentals of Economics

• Improve the assessment results for Fundamentals of Economics and Principles of Macroeconomics

• Implement actions that promote enrollment in economics courses. For instance, increase instructors’ participation in activities like College Night and meeting with academic advisors.

• Explore options for ECN-111 and ECN-112. These are the two economics classes that are not offered due to low enrollment. These courses will be modified or withdrawn.

• Create a new course, Macroeconomics in the Global Economy, which will combine the learning outcomes of Principles of Macroeconomics and add to it the study of the international perspective.

Support Needed to Accomplish Planned Improvements

• The department needs an additional full-time member.

• The department may need to purchase equipment (extra white boards for the classrooms, clickers, video cameras), books, and software.
• The department may need support for faculty members taking professional development classes, attending to conferences, subscribing to publications, and joining associations.
ACADEMIC DISCIPLINE REVIEW REPORT TEMPLATE

<table>
<thead>
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<th>Elgin Community College</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Number:</td>
<td>District 509</td>
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SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC DISCIPLINES REVIEWED IN ACADEMIC YEAR 2016

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

PROGRAM IMPROVEMENTS SINCE LAST REVIEW

FY11 Goals for Improvement (from previous Program Review report):
- A coordinator will be assigned specifically to the Education area this year. This will allow coordination of all the Education courses offered across campus. It is essential that a full picture be gained of the courses and their impact on students.
- It would be helpful for the Education Department to have a dedicated classroom so that instructors could keep their materials in the room, including markers, poster boards, worksheets, children’s books, etc. Currently, the Education Department shares with Early Childhood Education (ECE) and Human Services (HUS).
- The department could increase enrollment through Future Teachers Club.

Progress made towards these goals from FY11:
- An instructional coordinator was established for the Education program. To further strengthen ECC’s teacher preparation programs of study, the coordinator role was expanded in FY16 to include EDN and ECE curricula.
- Since 1997, the F104 classroom (formerly ICT104) has been designated for the Early Childhood Education program. The classroom has been a lab since FY12. In FY14, the lab was expanded to include EDN students.
- In 2011, ECC hired a part-time EDN placement coordinator to serve as liaison between ECC, the instructors, and the school districts we service. The coordinator has created distinct and different partnerships with each school district (U-46, D300, D303, and D301) for successful completion of securing and completing clinical hours. She is the single consistent contact that schools recognize for gaining placements for Education students.
- Future Teachers Club is a long-standing student club at ECC. The activity level of the group fluctuates as new students enroll. The Student Life office reports the club has been active since FY11 with fluctuating membership each year (5-18). Adina Walker serves as club advisor.
Additional Accomplishments since FY11:

- The Education Placement Coordinator established separate agreements with each school district on how the clinical/observation requirement for education-related courses will be handled:
  - EDN 100 Introduction to Education: observation 5 hours at three levels (elementary, middle, and high school)
  - ECE/EDN-204 Exceptional Individual: observation 30 hours
  - EDN-211 Pre-Student Teaching: student teaches 32/+ hours; only offered spring term
  - PSY-211 Educational Psych: observation 5 hours
  - MTH-113 Math for Elementary: observation 5 hours

- Created Special Topics in Education course (EDN-234) to assist in preparing students for the Basic Skills Test in fall 2012 and spring 2013, which is required for acceptance into four-year education program within Illinois, based on requests from regional school districts. The sections were discontinued after this one year because the Illinois State Board of Education (ISBE) now allows students to meet this testing requirement with the ACT.

- Created new course EDN-215: Literacy in Education

- In summer 2014, the lab acquired four computers and a printer for student use. The lab also received 15 wheeled tables and 30 chairs to accommodate more flexible instruction as well as four new cabinets and a bookshelf for storage of ECE and EDN instructional supplies.
  - Starting fall 2014, a schedule was established to make the room available for student use outside of classroom time.
  - The lab is staffed by the full-time faculty in EDN and ECE.

- Starting fall 2014, all EDN and ECE classes have been scheduled in F104 to maximize use of instructional supplies and the lab.

EDUCATION DEPARTMENT OUTCOMES / CURRICULA REVIEW

Program-Level Student Learning Outcomes

1. Demonstrate familiarity with major concepts, theoretical perspectives, and historical trends in education.
2. Communicate effectively in both oral and written formats.
3. Recognize the complexity of socio-cultural and international diversity.
4. Apply educational principles to personal, social, and organizational issues.
5. Demonstrate the ability to use computers and other technology for many purposes.
Review of Current Curriculum & Outcomes
Curricular issues and alignment with transfer institutions are the current focus for ECC as well as within the educational programs throughout Illinois.

EDN Curriculum within ECC
In FY14 the Illinois Community College Board and the Illinois State Board of Education encouraged community colleges to align their curricula for five foundational elementary education courses to the Illinois Professional Teaching Standards (IPTS):

- EDN-100: Introduction to Education
- CIS-112: Technology in Education
- EDN-204: Exceptional Individual
- PSY-211: Educational Psychology, and
- PSY-212: Child Psychology

This work was completed; however, these courses are not widely accepted at transfer institutions. Given the many concerns with transfer, the department needs to review sequencing of courses in close collaboration with academic advising and primary transfer institutions.

There is no sequence of EDN courses at the present time. Students may complete a combination of EDN courses in any order they choose due to varying elementary education requirements for transfer institutions. Students also take education-related courses in multiple departments (MTH, PSY, and PEM) depending on their transfer institution requirements.

Feedback from EDN faculty indicates student success in key courses would be greatly enhanced by ensuring students have foundational knowledge of the field from EDN-100: Introduction to Education. However, transfer requirements for elementary education programs across the state vary widely. Upon review, only Aurora University, Eastern Illinois University, and the University of Illinois accept the course as a program requirement while the primary transfer institutions do not. This presents a significant challenge for putting in place courses to best prepare students as well as facilitate efficient transfer.

The EDN faculty also expressed concern with education-related courses residing in other departments. Analysis of education programs at surrounding community colleges (Waubonsee, Harper, College of Lake County, and Heartland) show that Instructional Technology (CIS-112 at ECC) and Educational Psychology (PSY-211 at ECC) are housed in their education departments. Through discussions with the instructional coordinator in psychology, they believe the course is best situated in PSY to ensure “psychology” is not overshadowed by “education”, so this prefix change will be pursued. The remaining
education-related curricula will remain in the other departments and the collaboration with EDN will be strengthened to strengthen “program” coherence:

- MTH-110: Math for Elementary Teaching I
- MTH-113: Math for Elementary Teaching II
- PEM-220: Physical Education at the Elementary Level, and
- PSY-212: Child Psychology

Other education courses are currently cross-listed with other departments. As the EDN program was established several years ago, the curriculum included HUS/EDN-205: Introduction to Group Process with the Human Services program. This cross-listing may no longer be necessary given additional education courses now available to students.

**EDN Curriculum in the External Environment**

The elementary education field has changed significantly in the last five years. Major changes include the establishment of the Illinois Professional Teaching Standards (IPTS), Common Core State Standards, Illinois Licensure Testing System revisions (i.e., shift from Test for Academic Proficiency to use of ACT), Illinois Educator Licensure criteria revisions, and increased demand for paraprofessional educators and ESL endorsed teachers. These many changes require the EDN program to be nimble to address curricular as well as student advisement and transfer alignment issues on an on-going basis.

Another shift in the field is toward improved alignment for teacher preparation across the Pre-K to 20 continuum. The Elgin area in particular has embarked on an alignment initiative, *Alignment 4 Education*, for this very purpose. The college is fully engaged in these efforts. In addition, the Illinois State Board of Education has extended its purview in recent years to incorporate early childhood education. In FY15, the college’s administration restructured the instructional coordinator role from sole responsibility for EDN to include ECE (Early Childhood Education) in order to foster closer collaboration between the teacher preparation curricula (EDN and ECE). In addition, adjustments were made so that EDN and ECE share instructional space, a student lab, and instructional resources.

As the education situation changes in Illinois, faculty agreed it is important to explore how to more closely align the education and early childhood programs. One change the college is pursuing is moving the early childhood education program out of the human services department into a department titled education. Having both teacher preparation programs together in one department would benefit these alignment efforts as well as the students.

**Alignment to General Education Outcomes**

Each of the college’s general education outcomes is represented through the education
course curriculum. Each course contributes to one or more of the outcomes.

Articulation Review & Plans
The education program prepares students for transfer to a four-year university to major in elementary education. The primary transfer institutions include Northern Illinois University and Illinois State University along with Aurora University, Eastern Illinois University, National Louis, Southern Illinois University at Carbondale, University of Illinois at Chicago, University of Illinois at Urbana-Champaign, and Western Illinois University.

As noted above, a close review of these articulations is needed to more clearly define the program requirements and sequencing. A table, compiled by academic advising in September 2015, outlines the course requirements for elementary education majors and illustrates the dissimilarities:

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*Courses designated by ICCB as Core Teacher Preparation courses aligned to the Illinois Professional Teaching Standards (2014)*

Very few courses from ECC’s EDN department are used to meet elementary education major requirements at four-year colleges in Illinois. In comparison, elementary education courses from the Math department are required for transfer by nearly every institution.

Articulation with four-year institutions is essential and must be improved. The program and associate dean are collaborating with the ECC transfer coordinator to address these issues. The EDN program also needs to work more closely with school districts 300, 301, and 303 to align the high school programs to ECC’s education options, which will be done with assistance from the college’s high school partnerships coordinator.
NEED

Enrollment
Overall, EDN program enrollment has declined by 24% in the last five years. The decline is more severe than the overall enrollment decline for the college over the last five years which peaked in spring 2011 (approximately -10%). Education enrollment has been declining at many institutions due to the lack of benefits and pay for teachers per the ISBE-Faculty Advisory Council. Challenges with the transferability of EDN courses to four-year institutions may also be inhibiting enrollment.

Moreover, enrollment declines in specific courses have been more significant than others, and some will fluctuate more because of generally low enrollment and offerings, such as one section per year.
The intro course (EDN-100) and the cross-cultural course (EDN-201) are higher volume and have increased this past year. Due to interest, non-education students will also take EDN-201 and it is currently cross-listed with International Studies.

Enrollment is lowest in EDN-205: Introduction to Group Processes. As mentioned above, this is a cross-listed course with Human Services and does not have direct application to what these students will need in their profession. A more useful course would be related to classroom management.

**Online Enrollment**
Currently, EDN-204: Exceptional Individual (titled *Students with Disabilities in School* prior to fall 2015) is taught online as well as face-to-face and is the only course the department consistently offers in this modality. Online enrollment is down 47% while the face-to-face sections have shown a decline of 21%. The online content was redesigned in spring 2015 in order to strengthen student learning and success. Additionally, the course’s pre-requisite was changed effective summer 2016 to remove PSY-212: Child Psychology but require EDN-100: Introduction to Education to better prepare students with foundational knowledge about education. The impact of these changes will be monitored moving forward.
Opportunities for Growth

As discussed above with curriculum, several courses for education students are from other departments, comprising an education “core” via the Illinois Professional Teaching Standards (IPTS) alignment work. Enrollment for this subset is graphed below. As a group, enrollment in these courses has fallen 31% since the 2011 peak.

Variations are noted by course in the chart below. The large volume in Child Psychology (PSY-212) is due to non-education students enrolling based on interest. Enrollment has increased in the past year for EDN-100 and CIS-112. CIS-112 will officially become EDN-112: Technology in Education for summer 2016. This change will clarify the purpose of the course for education majors.
The EDN faculty have expressed concern that courses are not offered with day and evening sections each term. For EDN-201 in particular, the daytime section in spring 2016 was cancelled due to low enrollment and the evening section enrolled 16 students. This was the highest enrollment for the evening section in 3 years. This followed a pattern seen in fall 2015 where the two sections collectively enrolled 16 students. Enrollment trends will continue to be monitored carefully and the department is now strategically planning section offerings alternating day and evening sections each term to maximize enrollment.

The program includes three “methods” courses, EDN-105: Art in the Classroom, EDN-128: Music for the Elementary Teacher, and EDN-215: Literacy in Education, which prepare future teachers to incorporate discipline-specific techniques into classroom instruction. These courses have regularly yielded low enrollments during the past review period. Significant revisions were made to the course outlines for art and music to be implemented in fall 2016. In addition, faculty will examine these subject-matter courses in accordance with transfer program requirements to best determine whether or not they are best situated at the two-year college level.

Combining Education with the Early Childhood Education program may give students more awareness of this program and help to increase enrollment. Also, more recruitment needs to be done. Future Teacher Club events have helped to make connections with high schools within U46, D303 and D303. Creating a para-professional AAS degree option would allow
employment opportunities for EDN students at the associates credential level. Similar to ECE, increased partnership and direct involvement with local elementary schools will result in EDN students being recruited to become employees in these districts.

The education department has been discussing ways to increase enrollment. As noted previously, fewer incoming students are considering teaching careers due to many factors. Moreover, the transferability of EDN courses is problematic. Further conversation is needed to improve the alignment of courses with four-year program requirements.

**COST EFFECTIVENESS**

Expenditures overall have remained relatively consistent over the last five years. Instructional costs have fluctuated as Early Childhood Education and Education were previously in separate classrooms which required purchase of duplicate sets of classroom materials. The two departments now share the F104 classroom/lab and split costs for instructional supplies.

The average expenditure per student has increased, attributable to enrollment declines in the program and running more sections with low numbers. In FY15, the dean’s office is more closely using data to plan for future section offerings as well as making more adjustments to cancel low enrolled sections. The Education department needs to more strategically plan its section offerings. This will be done through the use of historic enrollment data as well as rotating classes on a day/night schedule each term. In addition, the department needs to continue working with four-year institutions to ensure the EDN curriculum meets initial elementary education requirements. More students may enroll in EDN sections if the courses satisfy the requirements at their transfer institution.

**QUALITY**

**Strengths**

The program employs hands-on and experiential learning methods within the EDN courses. Faculty cite the EDN-211: Pre-Student Teaching Clinical Experience course as a “best practice”. Program faculty and the placement coordinator also informally advise elementary education students. Early Childhood and EDN faculty work together to make sure students are in the best program for their future career interests as well as students’ needs and abilities.
Student Success Rates

Overall, courses with the EDN prefix have course success rates that exceed the college average of 71%.

![EDN Course Success Rate (A - C), FY11 - FY15](image)

Of the highest enrolled and most consistently offered courses, some variation is noted. The online sections of EDN-204: Exceptional Individual has the lowest levels, yet still exceeds the college’s FY15 average for online sections of 60% success. This is the only EDN course currently offered in the online format, and it was redesigned in spring 2015. Faculty anticipate the revisions will improve student success.

![Highest Enrolled EDN Course Success (A-C), FY11 - FY15](image)

Rates in the non-EDN courses which are part of the IPTS standards are graphed below. Success rates in Child Psychology (PSY-212) are lowest in this group, but still exceed college averages for the respective modalities. This is a very content-heavy course where
students tend to struggle, and more than just education majors enroll in the course. The telecourse format was discontinued in 2014 due to low success rates for the modality and is not displayed.

**Non-EDN Course Success (IPTS), FY11 - FY15**

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<tr>
<th></th>
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<td>91%</td>
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<td>83%</td>
<td>82%</td>
<td>79%</td>
<td>75%</td>
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**Student Retention Rates**

Overall, retention rates in EDN courses is very high, meeting or exceeding the college’s average of 88%. Only the online section of EDN-204 falls below 90% at 77% for the past two years. As mentioned, format redesign will address this issue.

**EDN Course Retention Rates (non-W), FY11 - FY15**

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<thead>
<tr>
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<td>88%</td>
<td>90%</td>
<td>86%</td>
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Course Assessment
Several EDN courses have participated in the college’s formal course assessment process, including EDN-234, EDN-204 and EDN-201 by both full-time and adjunct faculty.

Findings from the EDN-100 course assessment determined students were meeting expectations for the two outcomes examined (the philosophy of education and educational philosophers). It was noted that future classes may need to further aide students in distinguishing between Addams and Dewey. Findings for EDN-201 suggest that there was considerable growth in student ability to describe cultural and human diversity (African American and Native American experience in the context of education).

Regular informal assessments have been taking place but had not been documented as the expectation for regular course assessment planning and reporting was unclear to the faculty. Faculty had little support within the division for creating effective methods of course assessment. The process appeared to be about institutional compliance rather than providing faculty with real input regarding how to strengthen student learning. The Associate Dean now provides focused support to ensure course assessment completion.

Departmental Student Success Efforts and Improvements
Support Services
EDN Faculty refer students to the Write Place, Tutoring Center, and other support services as needed. All students are encouraged to use these services to enhance learning.

Curriculum
Prior to FY16, EDN-100 was not a prerequisite course to other EDN courses. This was revised in fall 2015 and now includes EDN-204, EDN-211 and EDN-215. Others will be examined to ensure student readiness and success.

The program faculty will evaluate the effectiveness of EDN-205 to future elementary education majors and consider reducing the five separate EDN special topics courses (EDN-233, EDN-234, EDN-235, EDN-236, and EDN-237) to one with variable credit instead.

A subset of observation courses (EDN-100: Introduction to Education, EDN-204: Exceptional Individual and EDN-211: Pre-Student Teaching Clinical) require completion of 35 or more clinical hours which cannot reasonably be completed in a single term due to difficulties finding placements in the schools. At the present time there are no methods to prevent students from enrolling in these simultaneously. There may need to be more prerequisite alignment completed; however, this is difficult due to wide ranging acceptance of EDN courses by transfer institutions.
Transferability

EDN courses need to be aligned with four-year institution program requirements. Work needs to be done to make these classes transferable to the institutions most attended by ECC students.

Communication

Students planning to pursue careers in Education have many questions. These students may be traditional aged students or professionals seeking further coursework and/or certifications. Moreover, there are many state requirements for teachers which students need to be able to monitor. Examples include changes in the Illinois Licensure Testing System and the Illinois Educator Licensure requirements for specializations like ESL and Paraprofessional Educators. There are also specific transfer requirements as well as expectations for documenting observation experiences related to EDN courses that students need to understand. As a result, the Education program would benefit greatly from having a web presence. In the past, requests for a website have not been approved as EDN is not a career-technical program; however, the alignment with the Early Childhood Education program will require we reevaluate how the college promotes its programs for future educators.

District high schools have shared their career pathway options to include both early childhood education as well as elementary/secondary education. In several districts, the first program course at the high school introduces the many professions in education so that students can make an informed choice about their career pathway. The EDN program will collaborate with all district high schools in the coming five years to explore opportunities to align with these career pathway programs.

Innovations

Innovation includes using the teaching techniques that teachers will use in their future classrooms. The faculty in the education department use active learning in their classes to display innovation as well as group work and authentic assessment. Over the past year, many conversations have occurred about how to be innovative in the education department. In the future, monthly department meetings will be held to further these discussions.

The division has requested to reorganize the EDN and ECE into a single department. Doing so would promote closer collaboration and alignment between the two programs which mirrors trends taking place in the state of Illinois as well as within the early childhood education profession. Although EDN and ECE need to align to different agencies (EDN: ISBE and four-year institutions; ECE: DCFS, Gateways for Illinois and National Association for the Education of Young Children (NAEYC)), this alignment will benefit incoming students.
interested in teaching as they can have ECE and EDN options presented to clarify the age of children they want to teach. Moreover, as noted in the ECE program review, a number of ECE students transfer which requires the consideration of not only the career-technical needs of these students but also the alignment to transfer institutions and how ECE preparation is part of the teacher preparation pathway.

Faculty
The full-time education faculty member belongs to the National Association of Community Colleges for Teacher Education Programs (NACCTEP) which provides faculty professional development. Dr. Parul Raval has “ambassador” status with this organization, which helps ECC build relationships with community colleges across the state and the nation. As a result, evidence-based and current ideas help shape the program in the context of national and state norms.

Additionally, Dr. Raval is a member of the American Educational Research Association (AERA) and The National Association for Multicultural Education (NAME), which builds knowledge of current research practices. All education students are encouraged to become members of these organizations.

Alternative Modalities
The faculty use D2L to enhance their courses. Two courses in the program are taught online: EDN-204 and CIS-112. There may be opportunities to offer more EDN courses online. Doing so will require faculty development to ensure high quality online instructional strategies and resources are employed.

Scheduling
Given enrollment declines, the program has been unable to offer as many sections of EDN courses each term as it has done in the past. The college expects all courses will fill to capacity with at least 80%. As a result, scheduling must be more strategic by rotating day and evening offerings across terms as well as scheduling courses with smaller enrollments only one term each year. Accurate predictions of the semesters offered allows students to use the Student Planning Module to plot their degree path. In FY14 all education-related course offerings, including those in other departments, were audited to determine where students might benefit from scheduling improvements. The Associate Dean worked with other instructional coordinators and Deans to reduce scheduling conflicts between the high-demand education-related courses.

Collaborations
The ECC Education department has been recognized for annually hosting a regional consortium on education called Interconnect. The Interconnect consortium was created by
school district U-46 in conjunction with area four-year colleges/universities to discuss topics in education and works to strengthen partnerships locally and state-wide via university partners and school districts. ECC is the only community college in the forum. Quarterly meetings are held to address issues/concerns as well as trends and changes in areas such as educational licensure and curriculum.

Interconnect strengthens ECC’s program through personal relationships and face-to-face conversations with the transfer colleges/universities that most ECC students attend. Discussions focus on the coursework offered and how ECC may better support the seamless transfer of students to these institutions. Also, working with U-46 has enabled staff to identify district needs and notify ECC students about open positions in the local area which require an associate’s degree or less. This district has expressed interest in the college establishing an AAS program to prepare paraprofessionals. The early childhood program is best poised to meet this need and will explore it further. This relationship also encourages U-46 to consistently seek out ECC students for their AVID (Advancement Via Individual Determination) tutoring program as well as creating a pipeline of future qualified para-educators who have an educational background and not merely an Associates in a random field. The program would also benefit from strengthening its alignment with education pathways at all of the district high schools.

The academic advising center no longer allocates advisors to serve as resources to specific academic programs. Given the many different education program requirements at four-year institutions, the education department will benefit greatly from strengthening its collaboration and regular communications with the academic advisors and the new transfer center director. Pertinent information includes when education courses are offered, which courses meet Illinois Professional Teaching Standards, student preparation for education program testing, and information related to pursuing licensure in Illinois. Closer collaboration with the transfer coordinators and elementary education faculty at four-year institutions is also needed.

Dr. Raval maintains a strong relationship among university partners through Interconnect and summer professional development and with school districts. This collaboration enables the program to provide a seamless student transfer process and informs current guidelines with school districts clinical placements, pedagogy, assessments, ISBE expectations for teacher licensure. The EDN faculty will benefit from engaging in more broad discussions about education preparation programs throughout the state. The instructional coordinator (lead faculty in ECE) currently serves on the Illinois Board of Higher Education faculty advisory council as well as the Alignment 4 Education initiative in the Elgin area.
PLANNED IMPROVEMENTS/GOALS

Next Year

• Begin regular course assessment according to established schedule
• Clarify transferability of IPTS courses with transfer institutions (EDN-100, EDN-204, CIS/EDN-112, and PSY-211/212)
• Incorporate global perspectives into EDN-100
• Establish course scheduling rotation to ensure offerings in daytime and evenings in alternating terms to maximize enrollments (at least 80% of seats filled)
• EDN-204 will be offered F2F in the fall and spring terms and online in the summer term. This begins summer 2016.
• Reorganize EDN and ECE into the same department
• Explore rolling EDN-233, 234, 235, 236, and 237 special topic courses into a single course with variable credit (0.5 to 4 credit hours)
• Explore need for EDN-205: Intro to Group Processes (cross-listed with HUS) as part of EDN curricula
• Further develop EDN-215: Literacy in Education
• Continue developing partnerships at the local and state level

Next Five Years

• Collaborate with each local high school district (U-46, 300, 301, 303) to align to education-related programs/pathways
• Collaborate with faculty counterparts at local community colleges and primary transfer institutions to review curricula and scheduling practices
• Establish web presence to articulate education pathways at ECC
• Explore expansion of EDN offerings via distance learning (online and hybrid)
• Continue to strengthen partnerships/communications with academic advising and transfer director
• Explore paraprofessional offerings
• Explore course development for dual language endorsement
• Reinvigorate program enrollment

Support Needed to Accomplish Planned Improvements

Assistance from Marketing to establish web presence for Education. Budget support to host partnership meetings on campus.
ACADEMIC DISCIPLINE REVIEW REPORT TEMPLATE

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SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC DISCIPLINES REVIEWED IN ACADEMIC YEAR 2016

| Discipline Area | General Student Development – GSD courses |

INTRODUCTION TO GENERAL STUDENT DEVELOPMENT AT ECC

“General Student Development” refers to a collection of courses rather than a specific department, subsets of which have varying goals. Within the prefix of GSD, courses are owned and managed by different areas of the college

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<th>Department</th>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<td></td>
<td>GSD-160</td>
<td>Job Search Strategies</td>
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<td>Student Life</td>
<td>GSD-123</td>
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<td>Col Transitions/Dev.Ed</td>
<td>COL-101</td>
<td>College 101: Student Success</td>
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This sub-chapter of the report will summarize the curriculum, need, cost, quality and goals for the Career Development Services and Student Life subset.

PROGRAM IMPROVEMENTS SINCE LAST REVIEW

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

- Further refine GSD curriculum to promote student development milestones
- Offer GSD-120 online
- Withdraw GSD-140
- Revise GSD-160
- Establish student leadership development course that can be used to train peer leaders in a variety of roles such as COL-101 facilitators, Spartan Leaders, club/organization leaders and supplemental instruction educators.
- Collaborate with developmental education to consider how learning communities can be used to improve student success.
- Continue to refine assessment process and protocols
Investigate expansion of service learning into other disciplines

Progress made towards these goals from FY11:

- GSD-120: Exploring Careers and College Majors was offered in an online format starting fall 2012. Two online sections are offered each semester.
- All face-to-face sections of GSD-120 are web enhanced.
- GSD-123: Peer Educator Development was revised in the fall of 2013. It was later piloted with student leaders in spring 2015 and offered as part of the Spartan Scholars learning community (COL-101, MTH-098, ENG-098, GSD-123) in fall 2015.
- GSD-140: Guided Career/Life Transitions was withdrawn
- GSD-150: Serve – Volunteer (service learning) has been offered as a learning community section with COL-101 and CMS-101: Fundamentals of Speech.
- For students who enrolled in GSD-160 with the desire to secure an internship, the focus was on internship search strategies; objectives and outcomes were not changed.

Additional Accomplishments since FY11:

- Volunteer hours for GSD-150: Serve – Volunteer have been reduced to require 48 community service hours instead of 64. This change was made by reducing the course from 1 credit/4 contact hours to 1 credit/3 contact hours.
- A proposal for a GSD Internship course (variable credit 1-3 hours) was initiated. The course will go to Curriculum Committee in fall 2016 to be offered in fall 2017.
- Awards and recognition received:
  - (Amybeth Maurer), ECC Service to Students Award, 2011
  - (Katie Storey), NISOD Excellence in Teaching Award, 2011
  - (Amybeth Maurer), Outstanding First-Year Advocate by the National Resource Center for First-Year Experience, 2012

GENERAL STUDENT DEVELOPMENT DEPARTMENT OUTCOMES / CURRICULA REVIEW

Student Learning Outcomes

Departmental Student Learning Outcomes/Goals

1. Students actively participate in campus-wide events, co-curricular programs, and out-of-class learning opportunities to develop academic, leadership and life skills.
2. Students develop, clarify and strive to meet personal, educational, social and career goals.
3. Students understand ECC's learning-centered philosophy.
4. Students feel welcomed and perceive ECC as a supportive and safe environment.
5. Students feel ECC embraces diversity in its many forms and is inclusive of everyone within the campus community.

**GSD-120: Exploring Careers and College Majors**
1. Describe the developmental process of career decision making.
2. Discuss the role that self-concept plays in making effective career decisions.
3. Describe the various elements that comprise an individual’s career self-concept.
4. Describe the various resources available for engaging in the career exploration and planning process.
5. Describe the role that work-related and core life values play in career decision making.
6. Narrow down career options to a few careers worthy of continued exploration.
7. Explain why career decision making is a lifelong process.

**GSD-160: Job Search Strategies**
1. Have a personal system for organizing a job search.
2. Know how to utilize several job search strategies.
3. Understand the typical emotional states a person experiences during a job search and ways to cope.
4. Know how to talk to professionals for information and to cultivate job leads.
5. Know how to write an effective and related correspondence.
6. Practice answering typical job interview questions, and identify possible questions he/she will want to ask in the interview.
7. Understand the importance of follow-up in the job search process and various ways to do so.

**GSD-123: Peer Educator Development**
1. Understand how student development theory applies to student transitions.
2. Understand the role of mentorship in maintaining and establishing relationships.
3. Gain awareness of self and others through cultural competency skills.
4. Demonstrate basic skills for facilitating learning.

**GSD-150: Serve - Volunteer**
1. Demonstrate an understanding of civic responsibility by actively participating in a volunteer project.
2. Recognize community needs by selecting a volunteer agency from a list of volunteer options.
3. Express in written form the value and importance of community service.
4. Be exposed to the interview process.
5. This course is not intended to meet General Education requirements.
6. Demonstrate awareness of the opportunities and responsibilities of citizenship as they apply to the volunteer.
Review of Current Curriculum
In 2011, the current faculty, as well as the Associate Dean, discussed and adopted a new textbook that better aligned with the career development process. At that time, the course objectives were also reviewed and confirmed to align to the new textbook. There were no significant changes. All sections follow a common syllabus, last updated in 2013.

There has been no significant changes to GSD-150 because there is not a curriculum related to the course. Students volunteer in the community using a volunteer agreement form, submit verified hours, and complete a reflection assignment. The only changes to GSD-150 is in the amount of service hours required to complete the course. This change was made by reducing the course from 1-credit/4-contact hours to 1-credit/3-contact hours.

GSD-123 was approved by ICCB and effective summer 2014; curriculum has not been again reviewed. The course has run in the spring and fall of 2015 as part of a learning community.

Alignment to General Education Outcomes
Currently, the GSD coursework ties most specifically to the general education outcomes of Reading, Writing, Information Literacy/Technology and Critical Thinking. Within the course students conduct research, review data, and summarize findings (both orally and in writing) which integrates each of these skills. Confidence and leadership skills are also fostered. Course goals also relate to the Global and Multicultural Literacy outcome as they promote cultural competency and development of self-awareness. Lastly, as GSD-150 relates to civic responsibility, this will directly support one of the new elements added to the outcome by the Assessment Committee in 2016.

Alignment to Strategic Plan
GSD courses tie specifically to the first two goals of the Strategic Plan: Foster a learning-centered environment and Promote student goal completion, as well as goal 5: Strengthen educational and workforce partnerships to create a more responsive and sustainable community. The courses were designed as strategies to specifically address these outcomes. As staff expand the opportunities for student internships across more disciplines, this link will only become stronger.
Articulation Review
These transfer courses apply as elective credit towards degrees at the college. Proficiency credit may be available for GSD-120, GSD-160 and GSD-101.

NEED
Studies show that students who set educational goals and are focused on achieving those goals are more likely to be successful in school. GSD-120 assists students in learning more about themselves and the world of work and how to find a best fit between the two. Students who complete GSD-120 have the knowledge and resources necessary to make an informed decision about their academic major and career choice and set education goals accordingly. GSD-120 is being considered as a course for the Accelerate College high school program, as well as being offered to high school students at the Boys Correctional Center in St. Charles, IL in FY17.

Students who are entering the world of work directly from ECC receive assistance from Career Development Specialist CDS on searching for a job, writing a resume and interviewing skills. Students are encouraged to obtain an internship in their chosen program of study prior to graduating. GSD-160: Job Search Strategies and its proposed change towards internships will help further this component.

GSD-150: Serve – Volunteer is intended to meet legislative guidelines which provide students with opportunities to participate in community service experiences. Students will select and be placed in an agency based on their skills, knowledge and interest. Opportunities may include tutoring, literacy training, neighborhood improvement, increasing environmental safety, animal shelter care, assisting the elderly or disabled and providing mental health care.

The newest course, GSD-123: Peer Educator Development was created for students in a verified campus or community leadership position such as student orientation leader, peer leader, student government leader, student trustee, club officer, trustee scholars, recovery peers, admissions ambassadors, supplemental instructors, in-class tutors, athletics, emerging scholars, academic or honors fraternity officer, etc. Students will develop skills to successfully guide other college students by identifying complex issues that affect an individual’s ability to make a successful transition. Participants are introduced to student development theory while learning mentoring, cultural competency, and leadership skills. The skills are applied through experiential activities using reflection to reinforce learning, lead with theory, and promote participant growth and development.
**Enrollment**

Enrollment has generally followed the college’s overall pattern of increasing through the recession, peaking in FY11 and declining since. The GSD-120 career course continued to increase with the introduction of an online format in 2013. Approximately 10-12% of those enrolled in the course are taking it online.

![Career & Service GSD Seatcount Enrollment, FY11 - FY15](image)

Fall semester tends to have the highest enrollment and most offered GSD-120 sections given the larger number of incoming new students. All new students attend New Student Orientation for course planning and registration; if they are undecided on a major, the academic advisors will encourage them to take GSD-120 that first semester. As well, some students will choose on their own to take the course because they are just starting out in college and are motivated to choose a major. It seems in spring and summer, students become too busy completing general education requirements to take on an additional 1-credit elective course. Still, the department may consider a new marketing campaign targeting students in their second year to consider GSD-120.

GSD-123: Peer Educator Development is new as of spring 2015. It is anticipated that this course will become established with student leaders on campus and students seeking careers in helping professions. There’s an assumption that to learn mentoring you’re ready to be a mentor. The class in fall 2015 was adapted a bit because the new/incoming students enrolled really *needed* a mentor rather than learning to *become* one.

GSD-150 is repeatable up to four credits, which in essence would allow a student to participate four or more semesters. It is not actively advertised, but students will enroll—either because they have a heart for service, are part of Spartan Consulting, or even need to pick-up another credit to reach full-time status.
COST EFFECTIVENESS

Adjunct faculty are utilized for the career courses. Instructors tend to be full-time ECC employees and thus do not require additional training/orientation to the college itself. Utilizing FOCUS-2 rather than the current assessments (MBTI and STRONG) would eliminate the $25 fee for students in GSD-120.

There is a need for more Career Development Specialists considering national data states that over 60% of entering freshmen are undecided about their intended major and/or career. The additional human resource capacity should help to reduce that number, which in turn could contribute to higher student success and completion. When students have a major and/or career goal they are more likely to persist. Even with the state’s current fiscal crisis, the ROI would be worth the cost of hiring additional staff.

The faculty for GSD-123 are student life staff who have an expertise in student development theory. Costs for other supplies are absorbed by the Student Life budget. Faculty of record GSD-150 is student life staff, though no actual instruction within a classroom takes place. Tuition is waived.

QUALITY

Student Success Rates
The success rate for the career focused courses, GSD-120 and GSD-160, has remained very steady over the past five years. For each modality (face-to-face and online), results exceed the college’s average success rate for the modality (72% F2F and 60% online) with the exception of the first year of the online version of GSD-120.
It is not surprising that the first year of the online format was lower than subsequent years. It took a semester at the minimum to transition a traditional classroom-based course to online. Interpretation of assessments, as well as setting expectations, proved the most challenging. In the other courses the average hovers around three-quarters of the students successfully completing the course. In general, students who do not attend class receive an F. If students attend and participate, they almost always earn an A.

The service/leadership focused courses of GSD-150 and GSD-123 are only offered in the traditional face-to-face format. Success has been somewhat variable in GSD-150, just missing the college’s FY15 average of 72% success for face-to-face courses. Students either earn an A by completing requirements, or receive an Incomplete. The first year of GSD-123 showed very high success. The first offering of GSD-123 in spring of 2015 was with a class of current student leaders, and the expectations for success were very high. In fall 2015 (not part of the graphed data), the class was new students and part of a developmental learning community. It is not surprising their success levels were different.
Student Retention Rates
The retention rate for GSD-120 is highest in the face-to-face sections and has been improving steadily in the online sections. These rates match (and for online, exceed) the college’s average retention rates for each modality. GSD has a lower number of students enrolled, and more variability is to be expected. Rates have been consistently in the high seventies before jumping in 2015. These fall somewhat short of the average rate of 90% for the college.

Retention rates within the service-focused courses of GSD-150 and GSD-123 have been more variable and fall slightly below the college’s FY15 average for face-to-face courses of 90%.
Course Assessment
Student learning is assessed in GSD-120 with a feedback survey of students. Results reveal on a Likert scale that on average 98% of students Agree/Strongly Agree that they have met the course outcomes. Feedback on assessments have been positive. Students feel their instructors are knowledgeable, enthusiastic and concerned with their success.

More focus, however, could be placed on measuring outcomes through direct measures. Course assessment takes place during the fall semester. Enrollment in GSD-120 is greatest in the fall as the college has more new students beginning the academic year. The ultimate goal for faculty would be that their students chose a major. Unfortunately, based on a student’s developmental level, this is not the predictor of success. If a student attends the class sessions they will complete with the skills and resources they need to continue to work towards making an educated decision on a major/career and setting the goals necessary to achieve success.

Students in GSD-150 are assessed by their reflection paper on service learning, and their achievement of the required service hours. The service provider provides feedback to the students and the end of the course. In GSD-123, learning is assessed through journals, peer evaluation and self-assessment. Feedback is a regular part of the course from the instructor as well as peers. Artifacts for this course are the StrengthsQuest self-assessment tool, the journal and reflections.

Departmental Student Success Efforts and Improvements
Goals are set within the Career Development Department annually to enhance programming that effects student retention and success. Goals have included:
• Explore online career/advising computer assisted career guidance system. FOCUS2 purchased spring 2015. Efforts to increase awareness and usage are on-going.

• Provide career decision making interventions on an individual basis for still deciding students. The creation of a supportive relationship over time is a key element in the retention of students.

• Increase communication efforts to proactively reach out to still deciding students.

• With the new academic advising model, students are more often referred for career advising than in previous years. Students with a clear focus on their educational goals are more likely to stay in school.

GSD-120 adjunct faculty are employed at ECC in other capacities. They are all familiar with the programs available at the college, as well as, have the ability to connect students with the appropriate resources if necessary. Students are taught to conduct research to discover emerging occupational trends, employment needs, and education/skills needed for various occupations they may be interested in. Students are empowered to continue their research outside of class if necessary, with the ultimate goal being a major/career decision. Students who continue to have difficulty with their major/career decision after completing GSD-120 are encouraged to meet with a career development specialist in the career development services department. A student may meet with a Career Development Specialist (CDS) as often as necessary.

GSD-123 is still too new. The department needs more sections in order to evaluate effectiveness and determine opportunities for improvement. The course is still getting off the ground. New staff and staffing changes during the past two years have hindered consistency. There are plans to bring back the COL-101 Peer Leader program and this course would be a great prerequisite for students wishing to fill that role.

Innovations
The department can take advantage of newly developed (and sometimes free) web-based tools to advance the learning outcomes and goals. For example, employability skills can be developed using WINWAY RESUME. The department would also like to incorporate FOCUS2, a free, online career exploration system, in GSD-120 as a tool to promote student goal completion. As an example of a best practice, extra credit is given to GSD-120 students who attend an appointment with a career development specialist to review their career assessments and provide deeper insights.

GSD-150 has offered innovative Alternative Spring Break programs in 2014 and 2015. Students partnered with Habitat for Humanity of Northern Fox Valley on week-long house builds to complete within ECC's district.
Alternative Modalities
GSD-120 is offered in both F2F enhanced and online modalities. No opportunities are being explored for GSD-150, but there is a lot of opportunity to enhance GSD-123 with discussion boards and other forms of collaborative learning within D2L. It could be offered online in the future, as well.

Scheduling
As mentioned GSD-120 is offered heavily in the fall. Generally, half as many sections are offered in the spring. It is not offered in the summer semester due to low enrollment trends. Sections are offered in the evening as well and during the day to meet the needs of all students. They are typically offered in an 8-week format, meeting twice per week. When a section needs to be cancelled due to low enrollment, students are called and informed about other options which includes enrolling in other available sections (including online) as well as an overview of services they can receive on a 1-on-1 basis that mirror what they would have learned in GSD-120.

GSD-150 is offered each term, including summer, as variable credit. GSD-123 has been offered twice, in spring and fall. Spring seems to be the best semester to offer the course to take advantage of recruiting up and coming students taking on leadership roles across campus.

Collaborations
GSD-120: Choosing a Career and College Major is strengthened and enhanced by membership in the National Career Development Association (NCDA). Drive-in conferences are often attended which offer sessions on understanding student needs and innovative ways to meet those needs through career exploration. NCDA quarterly publications share research based case studies for further understanding and application in and out of the classroom.

Professional memberships in the National Association of Colleges & Employers both nationally and regionally strengthens GSD-160: Job Search Strategies through best practices, up-to-date legal and employer information and student focus. The Internship Coordinator position who is also the instructor for GSD-160 and is the creator of the new internship course to be piloted in fall 2017 has been instrumental in forging partnerships between program faculty and deans and community business partners. The IC has worked closely with these areas to centralize partnership communication and participation which is necessary to respond pro-actively, efficiently and comprehensively to the needs of students and employers.
Internally, GSD-120 students are encouraged to reach out to faculty within areas of career interest. Students actively explore career fields of interest which often leads to meeting CTE faculty and enrolling in their programs.

GSD-123: Peer Educator Development is strengthened by the college’s involvement in the National Resource Center on First-Year experience in South Carolina. Peer mentoring is a common topic and best practices from the literature have been utilized to develop this course. Internally, the course has developed credibility and has built relationships with faculty from math, English and college transitions departments.

GSD-150: Serve – Volunteer partners with approximately 40 community organizations to offer service learning opportunities for students. GSD-150 faculty are actively involved with community programs which help to build new partnerships with social service organizations, etc. Make a Difference Week and other programs are offered on campus during the academic year for course awareness and student recruitment.

Internally, stronger campus collaborations have been formed with GSD-150 and Fundamentals of Speech courses (CMS-101) to form the program Spartan Consulting. This learning community partners speech students with non-profit organizations seeking assistance to strengthen their internal and external communication plans. As a result, students also volunteer with assigned non-profit organizations to further understand employee and client culture. An example of such a project is included in this report, as COL-101 received their services in 2015.

**PLANNED IMPROVEMENTS/GOALS**

**Next Year**

- Propose the offering of GSD-120 for Accelerate College high school students
- Evaluate summer 2016 pilot of GSD-120 for young men at the St. Charles Correctional Center
- Recruit more faculty for GSD-120
- In fall 2016 FOCUS2/Career development will be infused into COL-101
- Reestablish Alternative Spring Break with Habitat and seek other service opportunities for students over spring, winter and summer breaks.
- Market GSD-123 and recruit Human Services students as a vehicle to learn about the value of mentoring in this career field.

**Next Five Years**

- Text Review
• Incorporate FOCUS2 into GSD-120 classes
• Increase number of community service agencies and increase number of alternative service options for GSD-150.
• Increase number of academic courses using service learning partnerships.
• Offer more sections of GSD-123 and increase the available faculty to teach the course.
• Explore relationship with and partner with peer mentoring program that will be created in FY17.

Support Needed to Accomplish Planned Improvements
Faculty input will be necessary to accomplish these goals. Buy-in from the high schools partnering in Accelerate College regarding the benefit offered to their students from GSD-120. There will need to be additional FOCUS-2 training for COL-101 instructors. Strategies to identify potential faculty for GSD-120 could include professional career development-related organizations and journals.
ACADEMIC DISCIPLINE REVIEW REPORT TEMPLATE

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SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC DISCIPLINES REVIEWED IN ACADEMIC YEAR 2016

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INTRODUCTION TO GENERAL STUDENT DEVELOPMENT AT ECC

“General Student Development” refers to a collection of courses rather than a specific department, subsets of which have varying goals. Within the prefix of GSD, courses are owned and managed by different areas of the college:

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This sub-chapter of the report will summarize the curriculum, need, cost, quality and goals for the GSD-101/TRiO subset.

PROGRAM IMPROVEMENTS SINCE LAST REVIEW

Accomplishments since FY11:

- Grant funding to offer the course to program students
- Great collaboration with the Library staff as it relates to the needs of the course
GENERAL STUDENT DEVELOPMENT DEPARTMENT OUTCOMES / CURRICULA REVIEW

Student Learning Outcomes
GSD-101
1. Students will gain a thorough understanding of campus resources and the ways they can efficiently access those resources (including, internet use, student services, library services and others);
2. Students will learn college survival skills to help them reach their goals. Self-motivation, goal-setting, time management communication skills, managing finances, and stress/health management are among topics of instruction;
3. Students will explore the value of a college education and learn strategies for navigating through the higher education system (i.e. mastering college terminology, accessing financial aid, preparing to transfer, etc.);
4. Students will refine their writing and oral/verbal skills for clear, concise and confident communication; and
5. Through class discussion and extensive small group processing, students will work together toward growth in a respectful and open fashion.

Review of Current Curriculum
This course has been reviewed by the Associate Dean of the TRiO Programs along with the program manager and the faculty member. The content was changed as new ideas have been added to the curriculum as the course encourages the student to use technology to complete assignments (social media and academic websites, etc.).

The GSD -101 course is different from the COL-101: Student Success in a number of ways. For example, the course requires more hours in class and study hours. The course also encourages students to provide research on topics that are not included in the COL-101 course curriculum.

Alignment to General Education Outcomes
The course is directly in line with the general education outcomes of the college and gives the student the ability to navigate the educational system. The course builds student skills in the following areas: Critical Thinking, Writing, and Information & Technology Literacy. For example, in the area of Writing, students are expected to write a clear, well-organized, mechanically correct assignment(s) that identify academic goals and illustrate the student’s time management skills.

Alignment to Strategic Plan
1. Foster a learning-centered environment - The GSD course encourages students to learn
how to become responsible learners. The curriculum requires the students to effectively utilize tools and strategies to yield positive academic outcomes in the class and with the student’s college career.

2. Promote student goal completion - The course provides integrated career preparatory, academic preparatory and differentiated learning.

**NEED**

This course provides new students with an extensive orientation to college. Students will explore the various student support resources at Elgin Community College. Topics include: Achieving success in college, managing finances, motivation and goal setting, learning styles, relating to others, and self-esteem. This class has a strong emphasis on group work and peer learning. The course through the program is designed to serve First Generation and Low income students from disadvantage backgrounds.

**Enrollment**

Enrollment for the course is small, and therefore varies from year to year, not quite following college trends. The highest enrolled year was 2014; as it was not offered in 2013, it was offered to all the next year. In 2013 the program was not able to hire a qualified instructor to teach the course.

![GSD-101 Seatcount Enrollment, FY11 - FY15](image)
Forecast
Enrollment for the course is expected to continue in the enrollment numbers of 9 -12 student due to the number of eligible program participants.

COST EFFECTIVENESS
The Program grant funds pay for the instructor’s salary and it is at no cost to the program participants. The funding is provide by the U. S. department of Education.

QUALITY
Student Success Rates
Success rates for the course over the past five years have been increasing, which may be attributed to the quality of students and the detailed hands-on assignments of the instructor(s). These rates exceed the college’s average success rates for face-to-face courses in FY15.

Student Retention Rates
The retention rates for the course exactly mirror the success rates; that is, if students do not withdraw, they complete the course successfully. The most common reason(s) for student withdrawal is students not focused on the course work/materials.
Course Assessment
The course relies on a mixture of methods for assessment. In addition to working in groups and learning from each other (peer learning), students will write essays, journal entries and give oral presentations. Objective exams or quizzes are also used. Students also participate in some form of co-curricular involvement. For example, students are asked to interview or shadow as current college student and display their findings and experience in class.

The student also learning process is also determined through the following; class participation, class notes, assigned activities, quizzes, drafted paper(s), mid-term exam and a final exam.

Students are given feedback during the class session from graded and non-graded activities, papers and exams. Students are required to complete an instructor evaluation form at the end of the course. The evaluation results have shown that the student are satisfied with the course with suggestions to improve the course and those suggestions are given to the instructor for consideration.

Departmental Student Success Efforts and Improvements
Student are engaged in peer dialogue about their expectations of college. Students also explore various resources of information in regards to college exploration/readiness to inform class discussions. Each student familiarizes themselves with the numerous departments on campus and the functionality of each department. Students identify academic goals, create time management charts, and vision boards. They also identify campus support groups for medical, mental health and/ or substance abuse. They are required to understand the FASFA process, student loans, work study contracts, and how to properly advocate and identify additional dollars to finance their college education.
Faculty
GSD- 101 instructors have the responsibility to develop curriculum that is guided by the College’s expectations. The instructor is required to provide instruction as well as enrichment experiences for participants. Instructors are expected to provide a positive learning environment, serve as positive role models, and be supportive of the program and college objectives.

The instructor is required to hold a Master’s degree in appropriate field of study: Counseling or related field with two years of experience teaching and certification in teaching field; preferred but not required. He or she must have demonstrated sensitivity to the academic and personal needs of economically and academically disadvantaged youth.

Through staff meeting and one on one staff conferences with the program administrators, the instructors share his or her ideas/concerns and they are discuss and addressed. Staff members are trained by the Program manager and by the HR department professional development team when necessary as the program hires new instructors.

Innovations
Students are encouraged to communicate with peers, instructors, and the campus community utilizing effective social media.

Alternative Modalities
Currently online courses are not offered for this course. Desire2Learn is utilized, to complete assignments and also manage the course grades, quizzes and communication with students.

Scheduling
The course is offered in the summer session and the course meets Monday – Thursday from 9:00 am – 10:00 am.

Collaborations
The course collaborates with the student services departments on campus, the library, the health & wellness and the Financial Aid staff members.
PLANNED IMPROVEMENTS/GOALS

Next Year
- The program plans to enhance the course by accompanying the textbook with a workbook to provide practice problems and more hands on materials.

Next Five Years
- Upgrading the textbook and the partial workbook edition to enrich the course for future students.

Support Needed to Accomplish Planned Improvements
The program will need continued financial support from the U.S. Department of Education and Elgin Community College’s General Education Department to accomplish the planned improvements.
GENERAL STUDENT DEVELOPMENT – COL-101

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This sub-chapter of the report will summarize the curriculum, need, cost, quality and goals for the **COL-101 Student Success** subset.

PROGRAM IMPROVEMENTS SINCE LAST REVIEW

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

- Refine the GSD program outcomes to ensure measurability and incorporation of first year experience learning outcomes.
- Assist with the review of all student success courses to identify appropriate overlaps and evaluate needs of different student populations
- Collaborate with developmental education to consider how learning communities can be used to improve student success
- Enhance professional development opportunities for GSD/COL-101 faculty as well as faculty from other disciplines
• Establish student leadership development course that can be used to train peer leaders in a variety of roles such as COL-101 facilitators, Spartan Leaders, club/organization leaders and supplemental instruction educators.
• The college will investigate the possibility of making COL-101 a degree requirement
• Continue to refine assessment process and protocols

Progress made towards these goals from FY11:
• The COL-101 course has objectives, measurable student outcomes and incorporates some of the first year experience learning outcomes. The most recent iteration of the course was implemented in 2015.
• College-wide scan of student success courses: COL-101 coordinator cooperated with faculty research study undertaken in 2012.
• Student populations have been identified and targeted for the course, such as athletes and high risk under-represented groups, such as Latino and African-American students. In fall 2016, full-time dual-credit students will also enroll in cohorts. The division continues to refine how best to meet the needs of these populations.
• COL-101 has completed collaborations with developmental courses, ENG-098 and MTH-098, for learning communities.
• Beginning in 2011, the division offers professional development opportunities throughout the year for COL-101 faculty.
• Peer Leaders (students) were taught and used in COL-101 sections 2012 – 2014.
• There has been exploration regarding COL-101 as a degree requirement which will be discussed further in this report.
• There is an assessment subcommittee for COL-101 which continues to refine curriculum and assessments. Significant work was done during the 2014 academic year.

Additional Accomplishments since FY11:
• A standard capstone project was added to all sections in the 2012 academic year
• A critical thinking component was added to the course.
• Curriculum mapping was done for the course by Northern Illinois University in 2015
• Spartan Consulting (ECC students) did an analysis of the course and made suggestions for revision in 2015.
Student Learning Outcomes

COL-101

1. Students will gain self-awareness;
2. Students will assume responsibility for their learning; and
3. Students will discover resources for advancing academic pathways.

Course content includes the following objectives as related to these learning outcomes:

1. **Self-awareness**
   - Critically reflect on their values and beliefs.
   - Assess the impact of their choices.
   - Develop and use effective self-management skills.
   - Identify self-motivation triggers and how to maximize.
   - Develop mutually supportive relationships to promote interdependence.

2. **Responsibility for learning**
   - Articulate their responsibility for learning success.
   - Explain the college’s expectations of them as learners.
   - Engage in active and self-directed learning.
   - Recognize their learning preferences and reflect on their experiences in relation to how they best learn.
   - Understand the impacts of their beliefs about themselves on their learning.

3. **Academic pathway discovery**
   - Clarify and articulate purpose for attending college in relation to future learning/career goals.
   - Identify, describe, and use key college resources.
   - Understand the career development process and academic options.

Review of Current Curriculum

The course includes a curriculum and assessment committee which meets twice each semester and has done so for the past five years. The group acts as an advisory committee and is comprised of volunteer faculty members, the instructional coordinator, institutional research, and division dean. In the future, student member may be included. The curriculum is reviewed by this committee and is revised by a subgroup of members. Feedback for this program review was provided by the committee and a volunteer focus group of College 101 faculty.

Curriculum has been reviewed and strengthened during the past five years and includes more critical thinking and research components to help students begin to practice these skills and become more confident in applying them to subsequent work in other courses. This involves increased student engagement, more flexibility and independence for students to explore their own specialized learning challenges. Active learning and critical
based thinking techniques are implemented. The research of Carol Dweck and the *Growth Mindset* has been brought into the content, and a standard capstone project was added to all sections in the 2012 academic year (the Chapbook, see Appendix A).

Additional reviews have been conducted with external groups as well. Curriculum mapping was done for the course by the NIU Center for Interdisciplinary Literacy in 2015 to better understand how the curriculum aligns with course goals. Spartan Consulting (ECC students) did an analysis of the course and made suggestions for revision in 2015. Additional curricular improvements will be discussed as a result of feedback from the Spartan Consulting student project and the NIU alignment activity.

**Alignment to General Education Outcomes**
Currently, the course most strongly links to the Critical Thinking, Reading, Writing and Information Literacy outcomes of the college.

**Alignment to Strategic Plan**
The COL-101 course ties specifically to the first two goals of the Strategic Plan: Foster a learning-centered environment and Promote student goal completion. The course was designed as a strategy to specifically address these outcomes.

**Other Curricular Issues**
The course currently transfers as elective credit. It is strongly encouraged for first-time students and there are no pre-requisites. A note in the catalog description reads:

> Students attending college for the first time and enrolled in a full load of classes (12 credit hours or more) are required to complete this course. ECC research shows students who complete COL-101 early in their college careers have higher GPAs and are more likely to complete their goals than students who do not complete this course.

There has been an exploration about making College-101 a degree requirement; however, it has been challenging to establish an additional requirement given the current ICCB climate to limit the quantity of community college credits earned within a degree. Similarly, it is additionally challenging to move this request through ECC’s Curriculum Committee. While the catalog describes it as required, failure to complete the course does not act as a barrier to graduation. This creates some dissonance with students who believe that they don’t need the course. Unfortunately, the vast majority of students who believe that they don’t need the course would be well served to complete it.
NEED

The College 101 was designed to help students understand what is needed to become successful college-going students. This means helping students determine their college goals, what is necessary to meet those goals, and what resources the college has to help support them in meeting those goals. ECC research has shown that students who take College 101 are more likely to successfully meet their goals: 55% of cohorts of new students taking COL-101 in their first term are successful after three years (graduated, transferred or still enrolled) compared to 45% of new students who do not take it (source: AtD Pivot Tables, Institutional Research).

Enrollment

Enrollment for the course has matched the general trends at the college, rising through the recession and receding since then. The highest enrollment for the course in 2010 introduced the swell of new students which helped feed the college’s highest year in 2011.

College 101 runs online sections of the course during the fall and spring semesters. The ratio of online to face to face sections is similar to the ratio for other ECC courses. If there is a demand for additional sections online, then they have been created per student need.
Forecast
Increasingly, local high school students are taking the AVID (Advancement Via Individual Determination) program as seniors, which covers much of the same content as COL-101. Enrollment for the course in its current state could decrease if adjustments aren’t made to align with what they’ve already been exposed to in the last year of high school. However, the course will be offered as a requisite to Accelerate College (AC), ECC’s new full-time-in-college dual-credit program. As many as three additional sections of COL-101 will be needed for the pilot year of Accelerate College to begin in the fall of 2016. Participating students will be enrolled in homogeneous sections so the students can also discuss and address issues that arise uniquely from the AC program.

COST EFFECTIVENESS
College 101 is a cost effective course for Elgin Community College. Approximately 95% of course sections are taught by adjuncts. The class size for the course is 25 students, and the vast majority of the classes run full or within the capacity by three students. The only real challenge in managing the program’s budget is in the management of course sections and student capacity. E.g. enrollment trends for the course are important to monitor, and sections for the course are opened as there is a need to increase the number of student sections.

Revenue and expenses have been in balance for the past five years. The course does not require any expensive equipment. Course professional development is largely in-house. The need for additional professional development and research for the course have been augmented with support from publishers and from four year research partners. Additional professional development opportunities have been provided by Cengage, Pearson and by
NIU. The research assistance from the Center for Interdisciplinary Studies at NIU has been grant funded through NIU.

A small amount of additional funding will need to be provided in the next two years for curriculum revision and for a strong emotional intelligence and college readiness pretest.

**QUALITY**

**Student Success Rates**

Success rates for the course over the past five years had been on a slow decline. Online sections (representing less than 5% of total course enrollment) had slightly lower success rates, typical of overall patterns. Success in both modalities has increased for FY15.

![COL-101 Success Rates (A - C) by Modality, FY11 - FY15](image)

The challenge for students in College 101 is not one of not understanding the objectives, but rather the challenge for some students is actually doing the work to demonstrate learning success. There is a band of students in the course who do not believe that they need it and simply do not complete the assignments.

**Student Retention Rates**

The retention rate for the course had been decreasing over the past four out of five years, falling below college averages for each modality (90% face-to-face and 79% online). Based on the recommendation of the Curriculum and Assessment Committee, a new policy was put into place for 2015 that requires students to visit the dean of college transitions and developmental education prior to dropping the course and to obtain approval for the drop. This has increased the retention rates significantly. For each modality, the FY15 rates exceed the college average.
The grace period for drops ends after the first week of class. Students make an appointment to meet with the dean to explain the reason for the drop. Students needing to drop may have changes in their work schedules or family commitments. For those who believe the course is not relevant for them, the purpose of the meeting is to give them an opportunity to learn more about the course and its value to them. For many students, the value of the course grows as the semester unfolds. In year one of this new policy, 35 students came to visit the dean and 20 were dropped from the course. In year two (2015), 15 students came to the dean and 10 were dropped from the course.

**Course Assessment**

The course relies less on standardized instruments of assessment. Rather, students earn points for group participation, attendance and other self-assessment and reflection assignments, including journaling. The capstone project, the Chapbook (Appendix A), documents student success for the course as a whole.

The LASSI instrument has been used as a pre/post measure of student self-assessment. This instrument covers topics such as test anxiety, time management and organizational skills. Looking ahead, the division will choose and implement a college readiness pre-test to help students understand their own gaps and create individual goals and plans for the coursework and capstone. For example, some students are weak in self-efficacy while others are better served by focusing on time management.

**Departmental Student Success Efforts and Improvements**

The division continually strives to improve the overall outside perception of the course. While the College 101 class has been shown to increase students’ chances for successful completion of college goals, it is also a course that has been criticized by students, faculty, and parents for not being necessary and being “useless” credit. These thoughts reveal a
lack of understanding about the course and what it does, but also illuminate frustrations that the course does not specifically meet the needs of individual learners. Indeed, within only one credit-hour it is too generic and superficial. This viewpoint was echoed in the results and comments by the Spartan Consulting project. It was suggested that College 101 be revised to include a pre-test for college readiness (referenced above); individualized modules for tailored learning; and cohorts for specific groups (e.g. veterans) with information that would be especially valuable to their specific needs.

**Faculty**

All faculty who take teach College 101 go through course specific faculty development training and new faculty go through additional College 101 training. Many faculty have participated in OnCourse workshops provided by the textbook publisher (opportunities offered three timers per year) and other professional development. They have adopted MindTap software (2015) as one of many means to better engage students in the course. The Instructional Coordinator regularly communicates with College 101 faculty and faculty have the additional resource of a dedicated Desire 2 Learn Course shell and discussion board for additional feedback. As mentioned, the Curriculum and Assessment Committee meets regularly to discuss course and instructional improvements.

Partnerships have also been established with disciplinary faculty at ECC such as English, Communication Studies and Office Technology. If they understand the concepts and vocabulary used in the course, they can reinforce the same skills and habits in theirs. For example, an honors section of COL-101 paired with English Composition had writing assignments focused on WISE Choices, a concept discussed within the course. This also affords an additional avenue to educate all faculty about the literature and science of teaching and learning at the college-level. When possible, COL-101 faculty have offered sessions at ECC’s annual Assessment Diaries to further widen this knowledge.

**Innovations**

It is the intention for this course to keep up with new insights in pedagogical science. Within the next five years, it is anticipated that the course may be moved into pathway clusters and may include more attention to imbedded curriculum for other academic disciplines.

The course is also part of ECC’s Transition Academy. COL-101 runs a section each year for the program’s seniors who can earn college credit. These sections traditionally begin full but drop to approximately 50% by the end of the course. This is a much higher attrition rate for the course and is explained in part by the population that the course is serving – high risk, first-generation students. Strategies to improve retention include increasing contact with these students between course meeting times and monitoring their work more closely
with their instructors. Appropriate permission forms to share such information are signed by students and parents for the Transition Academy sections.

**Alternative Modalities**
A few online sections of the course are run each year, and currently are sufficient to meet demand. No plans are in place to expand in this regard. All face-to-face sections are enhanced with the D2L interface.

**Scheduling**
Since the last review, the course offerings have been changed to meet once a week for twelve weeks. In summer 2016, the course was brought to students at the Kane County Juvenile Justice Center in a two-week format. The timeframe generally worked well, though students felt rushed through the Capstone. Discussions will determine if a different time span will work better for them.

**Collaborations**
As outlined in the goals of the 2011 program review, COL-101 has completed collaborations with developmental courses, ENG-098 and MTH-098, for learning communities. Unfortunately, student interest in this option has been limited and few sections are now offered and run.

The program maintains a strong relationship with NIU and works with them as a key partner on college and career readiness issues, some of which is applicable to the course. Faculty are also deeply involved with ECC’s Alliance for College Readiness. To organize the course and its content, faculty have consulted internally with librarians and student life.

**PLANNED IMPROVEMENTS/GOALS**

**Next Year**
- Refine curriculum and assessment to align with revisions suggested and agreed upon by College 101 faculty and NIU CISLL.
- Work to improve perception of the course with students

**Next Five Years**
- Work to include more individualized assessment of student needs and individualized curriculum to meet those needs.
- Explore potential for alternative college success courses for specific populations e.g. returning nontraditional students, high risk students
Support Needed to Accomplish Planned Improvements
Compensation for adjunct faculty who do curriculum and assessment work for the course/s. It does not have any full-time faculty.
Appendix A

COL-101 Chapbook Assignment (rev. 062013)

This chapbook project is based upon the following course concepts

Learning Objectives:

1. Gain a deeper understanding of at least one course concept taken from the texts listed above
2. Synthesize your learning in an original manner
3. Conduct original research by exploring typical and atypical materials
4. Illustrate how the deeper learning has impacted yourself as a learner

The idea: For this assignment you will create a chapbook from words and ideas associated with the reading provided in the course and research conducted independently. A chapbook is a journal of sorts that was first used by American cowboys to describe their adventures for family and friends. Additionally, the chapbook provided a means of reflecting about these adventures and the cowboys’ lives. Your chapbook will be created by you in one or more of the following formats:

- written format: prose, diary, brainstorm, blog, poetry, etc.
- art: music, visual medium, film, mind map, etc.
- or suggest another medium of representation to your teacher

You choose which types of medium seem appropriate to represent your work the best.

How to create the chapbook: To complete this project you will need to do the following:

1. Choose one idea or concept from the course content such as the LASI, Mindset text, On Course Concepts, or the self-regulated/directed learning text. Try to choose a word that engages you and that you don’t know about much. Sometimes the best word choice may be the one that you DON’T want to explore!
2. Write a letter to your instructor indicating your concept choice and why you made this choice. Indicate how you may choose to further explore your word or choice within the context of the project. Please also indicate any concerns that you may have about completing this project and, if possible, identify where you believe you may need help with the project.
3. Conduct research on the concept to better understand what it means. You must include five different references. One of the four references must be from a resource at the ECC library, one must be a print resource, and one must be from a nonstandard resource such as a painting, an audio recording, a TV show, a movie etc.

Types of references:

- Electronic databases
4. Please put your list of references together, using the attached guide and include at the back of your chapbook:

This assignment focuses on your research journey and critical thinking skills. For our purposes, it is enough to list sources used in the chapbook. Please note that academic writing generally requires you to use a specific documentation style and to cite your sources of information very specifically in order to avoid plagiarism.

5. Now create the chapbook using the questions here as a springboard for your response. Past Chapbooks have included poems, music, scrapbooks, and written essays.
   a. What were your initial thoughts about this idea?
   b. How do you make meaning with the concept now after your exploratory research? Be specific, citing examples as to what and how the resources influenced your thoughts.
   c. How does your completed chapbook reflect and influence your life’s direction? In other words, how will you incorporate what you learned in this project toward your future?

6. Complete the reflection letter for your chapbook using the explanation provided.

7. In the end, you will have a chapbook in some form with evidence of the three questions explained in step 5. You will have a reflection letter that describes your search process and the responsibilities you will take going forward. You will have a references list for the concept used for the entire project.

This project is due____________________________ and is a capstone project for this course and worth 15% of your grade.

Chapbook Gallery Walk

Your class will select no more than two Chapbooks that best fulfill the goals of the assignment. These entries will represent your class in a college-wide College 101 Gallery Walk on____________________. All selected chapbooks will be on display from noon – 6
pm. A reception and awards presentation will be from 4 - 6 p.m. If your Chapbook is selected to represent your class, you should be present between 4 – 6 pm. Feel free to invite friends, instructors, family members to share in your accomplishment!

There will be awards for 1st, 2nd, and 3rd place as well as Best in Show. Best in Show winner will receive a $500.00 book voucher from the ECC Bookstore.
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SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC DISCIPLINES REVIEWED IN ACADEMIC YEAR 2016

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<th>Discipline Area</th>
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PROGRAM IMPROVEMENTS SINCE LAST REVIEW

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

- The department will meet annually during the month of March to review curriculum, enrollment, and retention data.
- The department will continue to consider alternatives to the American Red Cross programming due to increasing fees and increasing responsibilities as an authorized provider of American Red Cross courses.
- The department recommends offering PEM-220 at least once per academic year during the day to avoid conflict with EDN (education) courses, and to develop additional hybrid and/or on-line offerings for PHR and PEM courses.
- The department recommends the addition of a full-time faculty member to support increasing the number of sections of PHR and PEM courses offered, and provide dedicated leadership to the newly developed Health & Wellness Management program.
- The department will develop and implement sustainable tools and processes and will meet with college assessment personnel for support.
- The Health & Wellness Management program advisory committee will meet annually to review curriculum and other areas as needed. Given that this is a new program, there is currently insufficient data to make changes.
- The Physical Education Department is concerned about the lack of dedicated faculty leadership and the impact for future and current students. The department strongly recommends hiring a full-time faculty member to serve as the program coordinator for the Health & Wellness Management program and all other Physical Education courses with the prefixes PHM, PHC, PEM and PHR. In the interim, the department recommends a temporary full-time faculty/Coordinator to fulfill the responsibilities.
- In the event that a full-time faculty/Coordinator is not provided to the program, the department will revise this report and recommend the following actions:
  1. Close the newly developed Health & Wellness Management program.
2. Deactivate the following courses:
   PEM-111 Intro to Physical Education
   PEM-160 Foundation of Physical Education
   PEM-230 Practicum in Physical Education
   PHC-116 Beginning Volleyball
   PHC-118 Beginning Basketball
   PHC-120 Beginning Soccer
   PHM-103 Basketball
   PHM-104 Advanced Basketball
   PHR-220 Introduction to Community Health

• In addition, the writers of this report recommend transferring the program to the Sustainability, Safety and Career Technologies division. Given the current interim status of the dean for the Health Professions division and the pending move to the new Health and Life Sciences building, this program is in dire need of solid direction and support. The current Dean of Sustainability, Safety and Career Technologies is acutely aware of the program’s operations and structure and believes this program can dovetail nicely with the division’s overall objectives to sustain a healthy lifestyle.

Progress toward goals:

• Annual PE meetings have not taken place regularly to review curriculum, enrollment and retention data. Scheduling a PE department meetings is challenging due to the schedules of the part-time faculty. The instructional coordinator does meet with the dean regularly to review curriculum and assess progress.

• After considering available alternatives, the department believes the American Red Cross programming best meets the current requirements of the ECC student.

• Beginning Spring 2014 PEM-220: Physical Education at Elementary Level has been offered both fall and spring semester for students.

• At this time there are no plans to develop hybrid or online sections in PHR and PEM.

• Currently there are no plans to hire a full-time faculty member for the PE department. The Massage Therapy program director has recently taken responsibility for oversight of the Health and Wellness Management program since there are many similarities and synergies among those curricula.

• A five year course assessment schedule has been developed for the PE department.

• The Health and Wellness Management program does hold an annual advisory committee meeting in which external partners and graduates are invited to provide feedback regarding curriculum and employment trends.

• The PE courses listed above in the FY11 report were withdrawn in FY15 as they had not been offered for many years.
The PE department remains a part of the Health Professions division.

**Additional Accomplishments since FY11:**

- Equipment upgrades for specific courses:
  - PEM-220: a variety of equipment was purchased for students to conduct PE lesson plans in the grade school setting (K-5)
  - PHR-102: updated manikins and purchased FAST trainers to help meet the CPR standards for conscious choking; now each student has their own adult and infant manikins as well as an AED during skills sessions.
  - PHC-130: new walking poles and timers were purchased

**OUTCOMES/CURRICULUM REVIEW**

**Learning Outcomes**
Upon completion of physical education courses, students will be able to:
1. Apply strategies to reduce risk of injury
2. Explain the benefits of regular physical fitness
3. Assess impact of at-risk behaviors

**How Learning is Assessed**
Students enrolled in health classes are assessed using a variety of assessment techniques: quizzes, tests, presentations, group projects, discussion board participation, skill demonstrations, teaching demonstrations, reflection papers, and article critiques. Students enrolled in fitness classes are assessed based on attendance in the fitness center. Strengthening assessment practices in the physical education department will be a focus for the coming years.

**Review of Current Curriculum**
Courses within the department are put into one of three categories: fitness/sports (PHC/PHM), health (PHR), and “majors”. The majority of the courses in the physical education department introduce one or more of the department learning outcomes. Students are given sufficient opportunities to practice and/or master concepts in courses where this knowledge is required for certification or is demonstrated through regular physical fitness.

There are three courses where the curriculum does not align with department outcomes: PHC-113: Tennis I, PHC-115: Intermediate Tennis, and PHC-167: Free Exercise. It is recommended that the outcomes be re-written to better reflect what is currently taught.
Department outcomes should be rewritten and assessed regularly in order to strengthen the course offerings in this department.

Alignment to General Education Outcomes
The writing and information literacy/technology outcomes are addressed at a basic level in PEM-220, PHR-101, PHR-102, PHR-110, and PHR-115 through journaling and weekly discussion board postings on D2L. Several courses require students to conduct research on specific topic areas and provide written reflection on their findings. Scientific literacy outcomes are addressed in health related courses where disease, anatomy and physiology, or specific populations are studied. Critical thinking outcomes are also addressed in health related courses where students are challenged with scenarios and asked to respond appropriately or demonstrate skills needed in particular situations (ie. helping an individual who is choking or developing appropriate class activities for elementary school children.)

Articulation
These courses may be used for elective credit in ECC associate’s degrees. PHC-109: Physical Fitness I is part of the curriculum for Physical Therapist Assistant, and many education majors will take PEM-220: Physical Education at Elementary Level which currently transfers to education programs at EIU, NIU and WIU. Several courses contribute to the degree in Health and Wellness Management. PHR-102: First Aid and Safety is an elective for Fire Science. When ECC begins the Accelerate College program for dually enrolled high school students, participants will take PHC-109 to satisfy physical education requirements.

NEED
Enrollment
Enrollment in physical education courses have followed the college’s general pattern of increasing through the recession, peaking in 2011 and then declining. Within the past five years, the decline in students enrolling for the fitness and sports category (PHC/PHM) has been the steepest. This is due in part to the lower number of overall students enrolled at the college, the withdrawal of several courses and low-enrolled sections being cancelled.
Often, students who register for these courses are looking for either elective credits or courses to allow them to qualify for financial aid. Students also do not need to meet minimum competency requirements to enroll.

The highest enrolled courses in the physical education department are those where students use the fitness center for workouts: PHC-109: Physical Fitness I; PHC-110: Physical Fitness II; PHC-111: Individualized Fitness Programming; PHC-167: Free Exercise; and PHC-200: Fundamentals of Weight Training. These courses are either 0.5 or 1.0 credits and can be easily scheduled along with the other courses that they have enrolled in for the semester.

The next largest segment are the health-related courses: PHR-101: Health; PHR-102: First Aid and Safety; PHR-110: Active for Life; and PHR-115: Healthy Eating for Life.
Sections with a distance learning component seem to be attracting additional students. Currently, the online sections of PHR-101 and PHR-115 both typically enroll at capacity.

**COST EFFECTIVENESS**

The budget for the Physical Education department has been relatively stable over the past five years. Because there are no full-time faculty nor large equipment expenses for this department, the budget can be managed quite easily.

In an effort to reduce costs, enrollments in Physical Education courses are watched closely and sections with low enrollments are cancelled to avoid additional faculty expenses. The department will also be investigating new vendors for fitness center equipment maintenance that could potentially result in cost savings.
QUALITY

Student Success Rates

Overall student success patterns in physical education courses have been increasing and now match the college’s overall rate for FY15 of 71%.

By course type, improvement is clearly seen in the fitness category (PHC) and in Health (PHR). PHM was a subset of sports-related fitness courses that have been withdrawn. Still, there is room for improvement and continued monitoring is recommended.

Much of this improvement is attributed to the increasing success in the distance learning courses. With the exception of PHR-115, the offerings exceed college average success rates of 60% in online sections at 71% in hybrid.
Student Retention Rates
The retention rate of the PHC courses has also increased and now exceeds the college’s FY15 retention rate of 88%.

The upward pattern is noticed in each of the current three categories.
Course Assessment
The physical education department started assessing courses during the fall of 2013. To date, six courses have been assessed and the remaining courses are included in an assessment schedule through spring of 2018. Faculty will continue to complete course assessments to identify areas to strengthen within the curriculum.

The assessment process shed light on the lack of detail included in many of the physical education course syllabi. An effort to strengthen the contents of the syllabi is underway and assessment measures have been established for several courses. This will be an ongoing project for the next several years as each course comes up for assessment.

The biggest challenge to date has been identifying course assessment measures and collecting appropriate data to accurately evaluate the learning in each PE course. The instructional coordinator has tried to assist faculty with course assessment and some have been more receptive than others. The faculty would benefit from more exposure to assessment practices that are occurring in other fitness/wellness programs.

Departmental Student Success Efforts and Improvements
For physical education courses the primary source of support for students is the faculty member. These courses do not lend themselves to support from traditional sources such as the tutoring center or library. A best practice in the physical education department has been the introduction of the use of fast trainers in the PHR-102: First Aid and Safety course to provide students with hands on experience in performing the Heimlich maneuver, which previously was learned passively by watching a video of the procedure being performed.

The main focus of the department recently has been to tighten up the syllabi that are provided to students and establish a regular course assessment cycle. Going forward the program hopes to continue to educate faculty in the department regarding best practices
in teaching and learning and provide mentoring regarding teaching practices and classroom management strategies. All courses are currently staffed by part-time faculty. Full-time oversight would definitely strengthen the courses in this department. Adjustments have been made to course scheduling to better accommodate students’ needs.

The physical education department will focus on improving student success in PHC-109: Physical Fitness I which has an average success rate of 55%. The current software system for monitoring student workouts is antiquated and cumbersome for faculty to use. One solution would be to investigate the acquisition of an updated system that allows for more flexibility in recording student visits to the fitness center. Beyond that, faculty who teach PHC-109 need to be more proactive in reaching out to students on a regular basis to make sure they are on track to be successful.

**Innovations**
Faculty continually update information taught in PHR-101: Health. Frequent use of guest speakers and community resources are shared with classes to help students continue to deal with personal health issues once they have finished the course. These have included representatives from Alcoholics Anonymous, local physician groups and Yurs Funeral Home. The program would like to provide a means for faculty to attend professional development workshops so that they are able to present up-to-date information in their classes.

**Alternative Modalities**
Distance learning options, both hybrid and online, have been developed for PHR-101: Health, PHR-102: First Aid and Safety, PHR-110: Active for Life and PHR-115: Healthy Eating for Life. These alternate modalities have proven to be very successful and seem to enroll at capacity when offered. Training on the D2L system has been an issue for many of the part-time faculty teaching in this department.

**Collaborations**
The program has collaborated with members of the community to provide topical guest speakers in its courses. Internally, it worked with the education department to streamline the scheduling of PEM-220 to better complement the schedules and pathways of those students. Sections of the fitness courses are also designed specifically for students 60 years old and over, though enrollment has sharply declined since the tuition waiver was eliminated for budgetary reasons in 2016.
Next Year
  • Update Physical Education department outcomes and align with individual course outcomes
  • Update all Physical Education course syllabi using syllabus template
  • Continue work on strengthening the course assessment process for Physical Education courses

Next Five Years
  • Investigate Physical Education endorsement for K-12 educators

Support Needed to Accomplish Planned Improvements
Time and talent of part-time faculty are required for all activity within this department.
ACADEMIC DISCIPLINE REVIEW REPORT TEMPLATE

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SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC DISCIPLINES REVIEWED IN ACADEMIC YEAR 2016

| Discipline Area | Psychology |

PROGRAM IMPROVEMENTS SINCE LAST REVIEW

FY11 Goals for Improvement (from previous Program Review report):
- Investigate and experiment with alternate approaches to supporting students’ comprehension of the scientific method, experimentation, and inference.

Progress made towards these goals from FY11:
- Course assessment results have been used to redirect teaching focus and text selection as necessary. For example, when course assessment displayed a clear difference in content understanding after a new text was adopted for Social Psychology, the original text was re-adopted.
- Ancillary text materials have been more closely integrated with the course management system to ease students’ access to additional learning opportunities. For example, many faculty have integrated the text’s LaunchPad website/adaptive learning platform into their D2L sites.
- Experimentation with alternate presentations of course material to increase comprehension has continued. For example, some faculty have been integrating ‘Gloria’ video segments to help with understanding of therapeutic approaches. Another faculty has piloted periodically shifting exams onto the D2L platform in order to maximize time available for classroom presentation.

Additional Accomplishments, Awards and Recognition since FY11:
- Shawn Mikulay, Ph.D. achieved Diplomate status in the Academy of Behavioral Profiling section of the International Association of Forensic Criminology, August 2014
- Dr. Sharon Baker partnered with COL-101 to develop a learning community to increase student engagement and completion through 2014
- Dr. Jessica Carpenter received an educational travel grant from the Niagra foundation for travel to Turkey, 2014
• Assessment Diaries recognition for leading course assessment by a program, 2015
• Manuel Salgado received a Global Infusion grant via ECC’s GIST Committee 2015
• Dr. Jessica Carpenter received a summer sabbatical to research multicultural and global learning including analysis of data from ECC students.
• Publications:

PSYCHOLOGY DEPARTMENT OUTCOMES / CURRICAULA REVIEW

Program-Level Student Learning Outcomes
Upon successful completion of psychology courses, students will be able to:
• Describe the major concepts, theoretical perspectives, and empirical findings in psychology.
• Apply basic research methods in psychology including research design and interpretation.
• Use critical thinking, skeptical inquiry, and the scientific approach to solve problems related to psychological processes.
• Appropriately apply psychological principles to personal, social, and multicultural issues.

Review of Current Curriculum & Outcomes
Curriculum review is undertaken by all faculty. Current courses are satisfactorily aligned to the program outcomes and have sufficient sequencing. A grade of C or better in PSY-100: Introduction to Psychology is the pre-requisite for all 200-level courses in the department
(or SOC-100: Principles of Sociology for courses cross-listed with that department). Minor changes will be made to individual course outcomes to reflect new texts and/or previous omissions. Courses reflect the general education nature of the department and are continually updated to support the mission of a liberal arts education. Efforts are undertaken to ensure the texts adopted are approachable and at an appropriate reading level.

Based on faculty and student interest, a course in Health Psychology is under consideration for addition to the offerings within the next five years. This topic is often offered at other schools as Psychology of Adjustment.

**Alignment to General Education Outcomes**
Courses within the psychology department touch upon the college’s general education outcomes at moderate to significant levels depending on the course. In particular, both Writing and Information Literacy/Technology are represented in every course. Given the nature of the discipline, these outcomes are integral to the field. Psychology faculty were consulted by the Assessment Committee for feedback on revisions to the Quantitative Literacy outcome in 2015. For topics relating to statistical analysis and visual presentation of findings, coursework will also align in this area.

**Articulation Review**

**NEED**
PSY-100 is one of the most popular courses for students to complete the Social/Behavioral Science requirements of their degree. In addition, it is a required course for many CTE programs including Criminal Justice, Fire Science and Safety, Health and Wellness Management, Family Violence Counseling, Human Services Generalist, Substance Abuse Counseling, Physical Therapist Assistant, and Surgical Technology. Students are required to choose PSY-100 or SOC-100 (Principles of Sociology) for Accounting, Digital Forensics, and Management programs. It is a listed elective for Medical Office Professional. Additionally, PSY-218 (Human Growth and Development) is a required course for AAS degrees in Radiography, Physical Therapist Assistant, and Nursing.
Enrollment
Overall, department enrollment has increased 5% since 2011 which is favorable given a decline in the overall enrollment in the college since its peak in the spring of that year.

Enrollment in PSY-100 has increased by 10% and PSY-218 (Human Growth and Development) by 7% since 2011. Enrollment in PSY-212 (Child Psychology) has experienced a decrease in enrollment in the last 3 years that appears to follow the trend seen in the increase for PSY-218. The decrease in PSY-212 may also reflect declines in education majors. As a national trend, the improved job market and the increase in requirements to be certified as a teacher in Illinois may be impacting the number of students seeking an education degree and the enrollment in PSY-212.

While PSY-213 (Psychology of Adolescence) and PSY-214 are traditionally lower enrolled courses, they will be offered to A) meet student needs and B) as an alternative sequence for non-nursing students once PSY-218 becomes a program prerequisite. PSY-201 (Experimental Psychology) has limited enrollment, but that it is to be expected given that it is a course meant for majors and is offered on a limited basis to meet that need.
Overall, the department has approximately 20% of its enrollment in non-traditional modalities. The college has suspended all telecourse offerings, and sections were shifted to online where needed. The ratio has changed to slightly more face-to-face (83%) in FY15 as hybrid sections fell.

Sections are offered online to meet student need for PSY-100: Introduction to Psychology, PSY-212: Child Psychology, PSY-216: Abnormal Psychology and PSY-218: Human Growth & Development. Sudden increases in online enrollment appear to reflect the addition of online sections for a given course. For PSY-100, which had a previously established stable of online sections, the increase was a more gradual 8% as it replaces telecourse and hybrid sections.
Enrollment Changes

In the next five years, Introduction to Psychology (PSY-100) and Human Growth and Development (PSY-218) will become pre-admission requirements for the Nursing program rather than degree requirements within the program. This will cause a disruption in enrollment as students used to take the courses toward the end of their program and will now begin enrolling prior to starting in Nursing. The department will schedule a combination of 8-week back-to-back sections of PSY-100 and PSY-218 which may benefit this particular set of students.

PSY-100 has been offered on campus for high school students for many years. In the next five years, AP credit for Introduction to Psychology (PSY100) will be expanded due to changes in state law. The college is also expanding dual credit opportunities for high school students. It is unknown what impact these changes will have on enrollment and student success. These outcomes will be monitored. The middle college offerings will be increased based on requests from the Middle College program. Enrollment for the last five years has remained at two sections per term with varying levels of enrollment. It remains to be seen if the increased offerings in FY2016 via the new Accelerate College program will result in increased enrollment.
COST EFFECTIVENESS

As with most transfer disciplines, the department runs efficiently as cost is mostly associated with faculty salary and benefits. Printing and instructional supplies tend to rise and fall with institutional enrollment patterns; no other large purchases are made and fees are not charged for any courses. More printed documentation has shifted into the D2L electronic framework.

In FY15, the department inherited two full-time faculty from the Counseling department due to reorganization in that area. Prior to this, slightly over half of Psychology credit hours were taught by full-time faculty. After the addition, the ratio shifted to 63% taught by full time. Salary expenses will change within the next two years as two full-time faculty are scheduled for retirement (one in Spring 2016, the other in Spring 2017). Staffing needs will be reviewed at this time, which may require a full-time replacement.

As the college expands into more Middle College offerings, the cost of program expansion will need to be clarified.

QUALITY

Student Success Rates

Overall, the success rate for the department was 67% in 2015 and is slightly lower than the college’s average of 71%. It is hypothesized that more students take PSY-100 very early in their college career and may be slightly less successful than more advanced students. Recent gains in FY15 may be due to the reduction of less successful hybrid and telecourse
sections. Online sections in PSY have an overall success rate of 57% compared to the same modality college-wide of 60%.

Courses with the lowest success rates tend to be those with much lower enrollment, so fluctuation in success tends to stand out year to year. Success in the flagship courses of PSY-100, PSY-216 and PSY-218 are generally showing slight upward trends, with PSY-218 having the highest rates of the three.

Traditional (face-to-face) modality sections have shown greater success rates than that of their online modality counterparts. As shown in the graph below, hybrid and telecourse sections fared the worst, and the department has increased online sections to accommodate the student need. It is believed that these sections were the ones with seats still available very late in the registration period, and students were enrolling for this availability, not because they were ready and/or interested in the instructional delivery method. This could also explain the drop in online success over the past few years – as telecourse seats declined, those students opted for online and did continue to do poorly.
Student Retention Rates
The FY15 overall retention rate for the psychology department (83%) is comparable to the retention rates for the college (88%) and appears to be stable as an overall trend. Retention is higher among the standard face-to-face modality as opposed to online (90% v. 75% in FY15), which is not unexpected. Differences in retention are expected to be a result of factors which make students more likely to enroll in online sections, such as family situations and work schedules.

Course Assessment
All courses have been formally assessed at least once within the current 5-year review cycle. Results from these assessments reflect that students are performing at acceptable levels, meeting the course objectives. The breadth of content knowledge is the focus of student learning at the course level. As expected, additional grounding in the scientific method and critical thinking is a trend across the department. Efforts in these areas are being continually prototyped, shared and incorporated.

Departmental Student Success Efforts and Improvements
Discussion regarding student retention and success is an ongoing, informal topic among program faculty. When new information or questions arise, they are discussed within the department as well as with colleagues from other areas. For example, the faculty are concerned about student writing ability in PSY courses, but so are others. This then links to college discussions about incoming college readiness, minimum competency standards, and supporting English language learners in the classroom.

The department’s priority is focused on student grade success without grade inflation.
Given that a variety of programs at the college rely on PSY-100 as a requirement, it is vital that the content knowledge, critical thinking and scientific literacy skills modeled in the course remain as a linchpin of the department’s high expectations. Faculty desire to develop new initiatives to identify and assist struggling students, particularly those taking PSY-100 for a second or third time.

There has been increased use of embedded librarians to assist with cross-cultural assignments. Library resources are employed in PSY-211 to engage in evaluation of educational research.

Innovations
Faculty stay abreast of new developments in the field with memberships to professional organizations such as the Association for Psychological Science, Society for Teaching of Psychology, Society for Industrial Organizational Psychology, International Association of Forensic Criminologists, American Psychological Association, Divisions 17 (Society of Counseling Psychology) and 45 (Society for the Psychological Study of Culture, Ethnicity and Race) and the American Counseling Association. These affiliations provide opportunities for networking, research and publishing, and continuing education. Students who demonstrate interest in these groups are encouraged to join.

Within the department, faculty collaborate with each other using a mix of standard departmental meetings, informal discussions and electronic topics with a shared drive. Discussions are held on an informal basis as information is received by the faculty to avoid delays between ‘information received’ and ‘discussion held’. Instead of relying a one-size-fits-all meeting structure, trends and opportunities are approached by the PSY faculty in a real-time/online discussion involving the faculty who are most able to participate in the discussion. Any outcomes of these discussions are prototyped by the faculty who are faced with the immediate impacts of these trends/opportunities. Lessons learned/limitations and accomplished are then offered via the shared drive and informal collegial debriefings.

The shared drive is available to all area faculty and represent a repository that can be called upon for course design/re-design/updating/tweaking. An example of the shared drive’s utility is the article sub-directory. This sub-directory currently provides 660 curated articles divided by content area for use in writing assignments, D2L reading assignments, and course content.

D2L is the standard for all department faculty, even in face-to-face sections. All PSY-devoted classrooms have an ELMO (document camera) installed, and F-114 has been outfitted with a touchscreen monitor to take advantage of the capabilities of Windows 8 (eg. Google apps providing much of the functionality of a SMART board at a fraction of the cost). The increase in bandwidth and adoption of a single sign-on should allow for the
creation of course presentation materials that are more robust and more easily transferred into the classroom environment.

Program faculty are also looking to innovate content with new ideas from a global perspective, one of the general education outcomes of the college. Dr. Carpenter has received funding for travel to Turkey and has begun efforts in this regard.

**Alternative Modalities & Scheduling**

Online coursework offerings appear to meet the needs of our students with modest enrollment increases after an initial burst with increases in online offerings. Online enrollments for PSY-218 have continued increase while traditional enrollments have remained level. With the transition of nursing program requirements, and perhaps some additional classroom space, the department will investigate whether the continued increases in online enrollment indicate a true preference for that modality or whether they are filled due to availability, indicating a need for additional face-to-face sections. Some examination of classroom space should be performed to ensure adequate space is available to offer the optimum number of sections during the times students want to enroll. More data will be necessary to create a schedule that meets students’ needs while avoiding section cancellations. Part of this solution may also include the addition of late-start (12 week) sections. There are no active plans to otherwise change the types of modalities offered in the department. Face-to-face sections will continue to be enhanced with online features through D2L.

**Collaborations**

The program offers several cross-listed courses and cooperates with those faculty. This list includes Social Psychology (PSY-215) and Human Sexuality (PSY-225) which are also offered within Sociology; and Educational Psychology (PSY-211) which is taught by faculty in the education department. The program seeks to strengthen advising throughout college systems regarding proper course sequencing for PSY-211 for education students as the course contains clinical requirements and additional expectations such as background checks. More information will be discussed within the Education program’s review report regarding the need to properly align PSY-211 in terms of curriculum, clinical experience and articulation.

Program faculty have partnered with ECC’s Center for Enhancement of Teaching and Learning (CETL) to develop and offer professional development workshops for faculty on topics such as Strategic Learning and Memory and Critical Thinking. Psychology faculty have served on various college committees and student success efforts, such as Achieving the Dream, Assessment Diaries, Diversity and Inclusion, Films on Demand, Distance Learning Advisory Group, MOOC exploration, Academic Technology, and student pathways.
Program is building partnerships as students engage in clinical observations at area school districts in PSY-211.

To expand the behavioral/social science honors section offerings, one section of PSY-100 has been offered each fall term since fall 2014. The section is capped at 22, compared to 30 in regular sections. PSY-100 was also offered as part of a learning community paired with ENG-102 in 2008-2010. A second pairing included PSY100-COL-101 (College 101: Student Success) from fall 2011 through fall 2014. No PSY courses were paired in learning communities since fall 2014.

**PLANNED IMPROVEMENTS/GOALS**

**Next Year**

- Adjust offerings in PSY-100 and PSY-218 to reflect their inclusion as prerequisites for the Nursing program
- Monitor student success as the middle college/dual credit offerings are increased.
- Work to create a schedule that will fill sections more evenly.

**Next Five Years**

- Replace two retiring faculty.
- Accommodate and support new faculty as a result of these retirements.
- Develop initiatives to assist students who are struggling, especially those taking PSY-100 for a second or third time.
- Develop initiatives to target English language learners students in relation to writing and reading comprehension
- Strengthen advising through college systems for course sequence for PSY-211
- Revisit PSY course prerequisites, specifically with regard to writing readiness (see Intuitional Research analysis for ENG-101 English Composition I prerequisite)

**Support Needed to Accomplish Planned Improvements**

The department’s budget will need resources for replacement faculty.
Elgin Community College – District 509

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SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC DISCIPLINES REVIEWED IN ACADEMIC YEAR 2016

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PROGRAM IMPROVEMENTS SINCE LAST REVIEW

FY11 Goals for Improvement (from previous Program Review report):
A reading lab is needed to allow the students more opportunities to be successful. There is a need for additional funds to staff the lab. Another computer classroom may be needed if enrollment continues to rise. With the remodeling of the Student Resource Center, a reading lab has been allocated for this use, which should make it more feasible for the department to make full use of the technology component which helps differentiate instruction for students.

The Reading Department has agreed that learning outcomes for the developmental courses need to be revised to reduce redundancy and improve student performance. The option to add a credit hour to developmental reading courses is also in discussion as a result of the new reading technology component and a potential lab component.

The Reading Department would like to add a writing prerequisite to RDG-110: Learning Strategies for College Text.

Within the College’s “Achieving the Dream” initiative, there is a large focus on Developmental Education, in which Reading plays a vital role. This program and its coursework will be reviewed in terms of course placement / requirements, pedagogy, and faculty development opportunities.

Progress made towards these goals from FY11:
- In 2012 with the renovation of Building B (formerly Student Resource Center), a new classroom (B273) was allocated for the new Reading Lab. Full-time Reading (Ruby Sanny) and full-time English (Carol Szabo) faculty led the development of the Reading Lab within the college’s Achieving the Dream Initiative. The lab was created to provide a focused academic support resource for improving student’s literacy and study skills.
The lab opened in fall 2012. During the three semesters of operation, the lab serviced approximately 100 students. At the conclusion of spring 2014, the Vice President of Student, Learning, and Student Development determined the classroom was under-utilized and the lab needed re-evaluation.

The learning outcomes for the developmental courses have been revised several times. The first revision in FY12 differentiated RDG-090 from RDG-091. The second revision was completed in FY15 which included major course revisions in order to bring the courses in alignment with current literacy theory as well as recent college revisions to the General Education Reading outcomes. The revised outcomes are aligned with the national College and Career Reading Readiness Anchor Standards.

Additional credit hours were not pursued as the college sought to improve students’ completion of developmental education rather than extend it.

In FY12, a prerequisite of ENG-098: Developmental Composition was added to RDG-110.

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In February 2014, as part of the Student Success Infrastructure’s focus on developmental education, a workgroup conducted an analysis of student placement data to consider the impact of incorporating the use of multiple measures for reading and writing. After reviewing the initial results, the Reading faculty requested further analysis in order to examine placement impact on student success in content courses (rather than ENG-101). A revised analysis was discussed in November 2014. The results of this analysis led to discussions of the need to use multiple measures in placement decisions for reading. Additional analyses were requested to disaggregate placement data for English Language Learners and students with disabilities.

**Additional Accomplishments since FY11:**

- Department investigated computer software programs to support students in reading courses. Three programs were evaluated. The faculty selected Pearson’s MyReadingLab to integrate into their courses in FY14.
- A full-time Reading (Tina Ballard) and full-time English (Alison Douglas) instructors piloted an integrated reading and writing learning community in spring 2015.
- Five new adjuncts have been hired.
• Full-time Reading (Ruby Sanny) provided leadership for the college’s revision of the General Education Outcomes for Reading as the chair of the Reading subcommittee of the Student Learning Assessment & Advisory Committee.
• The department participated in a multi-site examination of college reading readiness in partnership with Northern Illinois University’s Literacy department.
• Full-time Reading (Ruby Sanny) and full-time English (Carol Szabo and Michele Noel) faculty worked on developing a disciplinary literacy text book for RDG 110 in 2013.
• Full-time Reading (Ruby Sanny) and full-time English (Carol Szabo and Michele Noel) faculty presented a disciplinary literacy session at the State Assessment Fair hosted by ECC in 2013.
• Full-time Reading (Ruby Sanny) piloted the inquiry process in college-level and developmental reading classes in 2014.
• Full-time Reading (Ruby Sanny) piloted the flipped-classroom approach in developmental reading classes in 2014.
• Full-time Reading (Ruby Sanny) faculty conducted research on accelerated reading programs for developmental reading courses and contextualized reading and writing programs for college-level and developmental reading courses.

READING DEPARTMENT OUTCOMES / CURRICULA REVIEW

Program-Level Student Learning Outcomes
The program-level learning outcomes for Reading students through 2016 were as follows:
• Strengthen vocabulary skills through the use of word parts, contextual clues, phonics, and the dictionary.
• Implement strategies to help students find the main idea and supporting details in texts.
• Improve comprehension skills using various skills and strategies, such as annotating and note taking.

The outcomes were reviewed with the Reading faculty at a department meeting where attendees drafted initial responses regarding updates. There was consensus that the program outcomes needed revision in order to align with the revised RDG 090-091 curriculum. To be discussed further in this report, the curricular revisions were informed by a broad examination of the field of literacy, with attention to postsecondary literacy considerations, alignment with the college’s revised general education outcome for Reading, and alignment with the College and Career Anchor Standards in Reading. Faculty provided input towards the revisions which have now been adopted by the department:
• Vocabulary development
• Comprehension through connections across multiple texts
• Inquiry through reading and writing
• Learning and thinking strategies

Review of Current Curriculum & Outcomes

The program is currently comprised of four courses, three in a developmental sequence and one college-level. They each are three credit hours.

- RDG-085: Reading
- RDG-090: Reading Comprehension Strategies
- RDG-091: Thinking Skills for Textbook Reading
- RDG-110: Learning Strategies for College Text

The curriculum is reviewed by the Reading faculty. Full- and part-time faculty provided input for the program review via face-to-face department meetings and email communications. These methods have been taking place the last five years and will continue.

In developmental courses, student placement is based on ACT and/or Compass placement test scores. Students enroll in the courses sequentially when they successfully complete the prerequisite course. RDG-085 is designed for students at a reading level as low as third grade.

Placement into RDG-110 is also guided by Compass testing, though it is not required that a student enroll. This course reinforces comprehension strategies, develops vocabulary and also covers study skills. Various reading faculty have adapted the course to address the disciplinary literacy needs of college students. The faculty have expressed a desire to formally re-design the curriculum, rethinking the course outcomes for RDG-110 for greatest impact.

Along the timeline of this review period, the department has been engrossed in significant research and curricular redesign. The resulting changes for RDG-090/091 illustrate a major shift away from the discrete skills approach to postsecondary literacy instruction. The new emphasis will be on central ideas/themes, literacy-based strategies, and contextual learning using assignments aligned to college-level tasks (application of process).

The effectiveness of the sequence has been informed by Developmental Climb data and course success rates provided by Institutional Research. Faculty have reviewed and come to some conclusions:

a. Of the 14 students who successfully completed RDG-085 (2009FA-2013FA cohorts), one student successfully completed RDG-091. Faculty discussions highlight RDG-085 students often have significant cognitive disabilities and the curricula often needs
to be differentiated to meet individual student needs. The faculty began exploring whether students placed into RDG-085 would be better served by a non-credit course option given the considerable ability gains that are required for success in the developmental sequence. This proposal was discussed at length at the college’s Curriculum Committee in spring 2016 and received approval. The withdrawal will be effective in 2017.

b. Approximately 60% students successfully complete RDG-090 and move onto RDG-091. The RDG-090 curriculum has been redesigned to align with college-level literacy expectations. It will be implemented summer 2016.

c. Approximately 60% of students successfully complete RDG-091. The RDG-091 curriculum has been redesigned to align with college-level literacy expectations. It will be implemented summer 2016.

d. Approximately 60% of students successfully complete RDG-110.

e. The Reading faculty have significant concerns regarding the accuracy of the Compass placement test. Students enrolled in any of the developmental RDG courses have wide variance in their skills and abilities. A new placement method is being researched for implementation in 2016. ACT has decided to phase out the Compass placement tests due to their lack of accuracy.

An additional concern is that the current reading curricula is structured based on the knowledge and skills students need for success in general education/academic coursework. A recent study conducted by Northern Illinois University with ECC Reading students in 2014 highlights the needs of career-technical program students differ in the following ways:

1. What constitutes a text across the areas differs (i.e., mannequins for nursing, camshafts in automotive, oral stories in criminal justice and fire science) which means "reading" is defined differently; cognitive processes are being applied differently; and calls to question whether or not "textbooks" are required.

2. Content leading to application is valued far greater than all else. Students learn more broadly in general education courses. In CTE, depth is emphasized. For example, the welding program uses the same book for multiple terms, revisiting chapters over time; faculty emphasize demonstration of skill rather than memorization; the application of knowledge, not reading text for text-sake.

As a result of this study and faculty experiences, the Reading faculty recognize alternatives are needed to better support CTE student literacy development at the college. This may be in the form of supplemental instruction and/or Reading faculty working with CTE faculty as literacy coaches.
Alignment to General Education Outcomes
Each course in the Reading curriculum promotes student learning related to the general education outcomes. As one would expect, the Reading general education outcome is most clearly embedded in each course. With the revised RDG-090/091 curriculum, the Writing general education outcome will be strengthened, though the focus will not be on essay formatted writing. Information Literacy and Critical Thinking are emphasized in RDG-090 and even more so in RDG-091.

Articulation Review & Plans
RDG-110: Learning Strategies for College Text is the only course that is transferrable and will count as an elective towards an associate’s degree.

NEED
The Reading curriculum prepares students for success in their college-level courses and ultimately their careers. Reading is a foundational skill as demonstrated in the college General Education learning outcomes and significantly contributes to one’s pursuit of lifelong learning. Moreover, Reading is among the basic skills within the college’s Minimum Competency Requirements policy for all IAI transfer courses as well as many additional courses in transfer and career-technical disciplines. Students must demonstrate, either through placement means or successful completion of reading courses, that they possess the college-ready skills to be successful. Otherwise, reading courses are not required within the college’s current programs.

To examine other important ways in which reading RDG courses contribute to student success, the department requested an analysis from the Institutional Research office in fall 2015 that disaggregated the success rates of students who successfully completed the developmental reading sequence from students who entered ECC college-ready for the period FY11 – FY15. Ultimately, the goal of the reading courses would be to prepare students for success at a rate comparable to that of college-ready students. The analysis included those courses which enrolled the highest number of students successfully completing RDG-091. The findings from this 2014 analysis are summarized below:
In each of the college-level courses in the above graph, students who enter college ready outperform students who successfully completed RDG 091. College-ready students tend to have adequate academic and social behaviors and are prepared for college success. Students in reading courses work on both academic as well as college success strategies. They may benefit from additional services and support in both the affective and academic domains. Moreover, the curriculum for RDG-091 (prior to the redesign effective summer 2016) did not prepare students for college-level reading tasks. While the figures have been declining, 18% of incoming freshman from local high schools still have developmental need in reading. The department is certain the revised curriculum and incorporation of new research findings will serve the population well. Analysis of long term success finds that 78.5% of students who complete reading courses earn certificates or degrees. This is an outstanding percentage compared to the national norm.

RDG-110 is not required for any college curriculum. Instruction has been adapted to address the disciplinary literacy needs of college students and faculty have expressed a desire to formally re-design the curriculum to outline college-level expectations for transfer-oriented courses.

As mentioned, the recent NIU literacy study has demonstrated ECC’s Reading curricula does not align with the needs of career-technical education programs. The department plans to provide college leadership for defining workplace literacy skills (i.e., reading for information; application of written text for current job) and strategies. Future pilots will explore new courses, incorporation of literacy skills within CTE courses through faculty
development, and other models.

There is no advisory committee established for the Reading program; however, it may be valuable to create one in the future. The committee would be led by the reading faculty and comprised of content faculty to discuss literacy expectations and strategies. These discussions would inform the Reading curricula as well as strengthen the literacy knowledge of content faculty.

**Enrollment**

The number of students enrolled in Reading courses over the last five years has been declining, mirroring the college’s pattern of increasing enrollments through 2011 and declining with the easing of the recession.

**RDG Department Seatcount Enrollment, FY08-FY15**

Some differences are noted by course.

**RDG Seatcount Enrollment by Course, FY11-FY15**

RDG-091, one step below college-level, is the largest segment for the department. RDG-
090, two steps below, has remained flat. RDG-110 has experienced the largest decline. The small declines in RDG-090/091 courses is expected as the overall college readiness rates for Reading have continued to increase among incoming high school graduates, which comprise the majority of Reading course enrollments. 85% enrollees in FY15 are ages 17-22. RDG-085 has the lowest enrollments, less than 10 students per year, and not presented on the graph. Very few students place into this lowest level and of those that do, even fewer actually enroll. As mentioned above, the withdrawal of this course was approved by the Curriculum Committee in spring 2016.

The decline in RDG-110 enrollments is unexpected and has continued over the last five years. The faculty surmise this may be attributable to (1) since the introduction of COL-101 requirement, RDG-110 was no longer recommended by advisors; (2) changing high school curriculum whereby learning strategies have become more embedded/emphasized in programs like AVID (Advancement Via Individual Determination); and (3) changes in the Health Professions programs such as HPE-101 and program entry requirements for reading. It is also surmised there has been a general misunderstanding among support services staff regarding the value of RDG-110 which has resulted in lower enrollments. When the curriculum is revised, faculty will work with the advising staff to help them understand the revisions and the value of the course to students.

Enrollments in RDG-090/091 are expected to maintain their current numbers. Though the addition of a new developmental education course, which integrates reading and writing, may have future impact on these enrollments. The new course (LTC-099: College Literacy) will be piloted in Fall 2016 and evaluated for a three-year period to determine the viability for scaling.

The department notes that Reading course enrollees are disproportionately students of color. In FY15, Reading students were 51% Latino, 11% African American, and 25% White in comparison to the overall student body which was 39% Latino, 5% African American, and 45% White. This follows the college pattern that in general, underrepresented students are more likely to have developmental need.

The RDG class caps are contractually set at 24. While the classrooms seat this many students, doing so means there is little room for students to move around and/or work together. The faculty would like to explore reducing the class caps.

**COST EFFECTIVENESS**

Non-personnel expenditures for the department have been fairly consistent over the last
five years. Printing costs are on average $5,800. Instructional supplies in FY12 were high at $8,168 due to implementation of the Reading Lab. This was a one-time expense.

7% of the revenue ($25,000) is collected from the course fees. A $15 fee was charged in FY11 to cover printing and supply expenses. The fee was increased to $30 in FY12 to pay the department use of ReadingPlus, a supplementary online Reading support program. The program was used FY10-FY12. In FY13, the department transitioned to using MyReadingLab which is bundled with the course textbook. The fee was reduced to $20 to cover classroom supplies, student printing, as well as supplement in-class tutors. In FY16, the college ended in-class tutors based on analysis of its impact on student success. Materials for FY17 are being explored and possibilities for texts are being considered. The course fees for reading need to be reconsidered.

As the program faculty explore how to best support students in career-technical programs, additional funding may be needed to develop and support these initiatives. Faculty are also exploring ways of customizing the new placement test for reading and may need additional funding for this endeavor.

**QUALITY**

**Student Success Rates**

Overall, the success rates (grades A-C) for all Reading courses have increased from 58% of students successfully completing with grades A-C in FY11 to 62% in FY15. These rates fall below the overall college course success rate of 70% but are in line for developmental courses.

![RDG Overall Success (A-C) Rates, FY11 - FY15](image)

When disaggregated by course, we see success rates for RDG-091 and RDG-110 improving from FY11 to FY15. There is a notable decline in RDG-090 success rates over this same
period. It is unclear what contributed to this. The faculty indicate RDG-090 student population tends to have significant attendance issues.

Moreover, success rates for RDG-085 are dramatically different in FY14 and FY15 than in prior years. The percentage changes are greatly impacted by the small number of students enrolled (fewer than 10 per year).

**Student Retention Rates**

The table below summarizes retention rates for Reading courses. Retention rates are simply the number of students who complete the course, regardless of grade received. These rates are on par with the 87% overall college retention rate for face-to-face modalities.

As with success, retention in RDG-090 is just slightly lower than RDG-090. Rates are variable in RDG-085, and it is interesting that success fell in FY15, but retention hit 100%, which is a reminder that retention is not as useful a measure, as mere completion of a course is not
sufficient evidence of success.

**Student Progression**

In addition to retention rates, the Reading department monitors student progression through the developmental sequence and their success in college-level courses as key metrics of quality. The following chart was taken from the 2015 ECC Performance Report. This analysis uses ENG-101: English Composition I as a proxy for college-level achievement given its widespread use in degree program requirements. Moreover, additional analyses prepared by the office of Institutional Research highlight ENG-101 is the most commonly taken course after a student completes RDG-091. Successful completion of RDG-091 is one of the minimum competency prerequisites for ENG-101.

From this analysis it is noted only one-third of RDG-090 students and only one-half of RDG-091 students subsequently enroll in ENG-101. Additionally, the narrow scope of this analysis further emphasizes that the RDG sequence is not focused on CTE students. Those pursuing credentials in a career program do not need to enroll in ENG-101, and if they are only pursuing certificates, most do not need to meet minimum competencies in reading or writing for their content courses. Regardless, the Reading faculty recognize the developmental courses have not been providing the best preparation; therefore, the revised curriculum will be implemented summer 2016.
To broaden this analysis, IR determined the additional common courses students typically take after completing RDG-091 which include the introductory courses of PSY-100, SOC-100, and BIO-110; the highest level developmental math and college algebra (MTH-098, MTH-112), a common liberal education degree requirement, HUM-216: Ethics; and a popular general education course, ART-115: Art Appreciation. Course success analyses of over 7,000 records across five years indicate the need for curriculum re-design. The new re-designed curriculum goes into effect Summer 2016.
Course Assessment

Formal course assessment reporting has not been completed during the current review period, though faculty indicate that informal course assessment has been conducted at the classroom level. The college-wide process involves direct assessment of specific learning outcomes of a course within a given academic year and the reporting form does not accommodate much deviation.

A lack of these reports, however, by no means indicates a lack of assessment activity being done within the department. Indeed, significant and meaningful investigation, development and research has been undertaken on an indirect basis, focusing on the program as a whole. Data informed the decisions to switch to MyReadingLab as the supplemental online tool, to add ENG-098 as a prerequisite to RDG-110, to stop pairing Reading courses within learning communities, and to withdraw RDG-085. Faculty have collaborated to identify gaps in the curriculum which resulted in curriculum redesign and the rewriting of learning outcomes. Longitudinal datasets also informed this analysis as the faculty were able to analyze student progression through the developmental sequence and into college-level courses. Program faculty are also using data to design a multiple-measures placement policy to replace the Compass test.

The course assessment process is becoming more meaningful as faculty explore effective assessment methods. The expectation for regular course assessment planning and reporting was unclear to the faculty. As part of this program review, a schedule for reviewing each course in the program in the coming five years has been established. Each full-time faculty member will participate in the review of the courses as well as seek input from the adjunct instructors.
This will be a critical piece of the evaluation plan for the new curriculum moving forward. Faculty already know the research questions, which include:

- **Effectiveness of LTC-099 & RDG-090/091**
  - Success rates
  - Retention rates
  - Student and faculty perceptions/reflections

- **Success rates of developmental students in college-level courses**
  - Career tech vs transfer students
  - Developmental placement vs college ready placement

- **Once revised, effectiveness of RDG-110**
  - Determine how students find out about RDG-110
  - Which students enroll (continuing developmental students, new, returning, CTE?)
  - Clarify differences between COL-101 and RDG-110
  - Determine how RDG-110 impacts student learning and success in subsequent coursework
  - Discuss consistent grading practices among sections (similar to English department)

**Departmental Student Success Efforts and Improvements**

Departmental goals and accomplishments clearly align to the college’s strategic plan. The primary focus has been, and will continue to be, on fostering a learning-centered environment as well as promoting student goal completion.

The focus in the last year has emphasized discussions on curriculum, assessment and placement research, and trends in the fields of postsecondary literacy and limited English proficiency. Faculty will continue to intentionally examine current practices in the postsecondary literacy field to inform the program in the future.

The Reading faculty hold regular department meetings during the fall and spring terms that are attended by the two full-time faculty and limited participation by the adjunct faculty. Conversations with other departments are initiated periodically, typically at the request of other areas. The Reading faculty recognize they need more planned/regular conversations with content faculty as well as more participation from adjunct RDG faculty in department meetings. A major challenge to this is time and coordination of schedules.

**Innovations**

In fall 2016, the department will pilot a new 5 credit hour developmental education course that integrates reading and writing (LTC-099: College Literacy) in collaboration with the English faculty. Successful completion of this one course will satisfy the minimum
competency requirements in both reading and writing. Instructors will come from both the reading and the English departments, and will complete an intensive in-house training regarding integrated reading and writing pedagogy.

In cooperation with NIU as well as from their own research and internal discussions, the reading faculty recognize career-technical education program faculty and students require reading support that differs from the current RDG course offerings. As discussed, the department is exploring innovative methods to better support the development of workplace literacy needs of career-technical education program students. This may include creating course models using variable credit to pair with other disciplines. Another method includes developing closer partnerships between the CTE faculty and Reading faculty for remediation within the content course itself by embedding literacy skills. This strategy would provide professional development for the CTE faculty rather than adding additional courses to these already full programs of study.

Alternative Modalities
Reading courses are only taught in a face-to-face modality. Some Reading faculty use D2L and Google applications. Reading faculty use MyReadingLab for independent out-of-class practice. Sometimes, when students using MyReadingLab in the classroom they experience long wait times/slow internet connections.

In the future, the Reading faculty may explore other modalities to meet the differing needs of programs across the college. The department will explore alternative modalities to strengthen workplace literacy skill development in CTE programs.

Collaborations
Reading faculty participate as members of the Alliance for College Readiness’ English Language Arts team. This involvement maintains connections with area high schools and the changing landscape at the secondary level. In collaboration with the Alliance, ECC Reading faculty co-developed and led disciplinary literacy workshops for middle school, high school, and college faculty in FY13.

The department has cultivated a strong working relationship with the Dean of College Transitions and Developmental Education. In this role, the Dean is responsible for establishing vision and goals for the developmental education program (which also includes mathematics and English/writing), as well as collaboration across departments.

Disciplinary literacy workshops were held for ECC faculty in spring 2014 to recognize similarities and differences in literacy skills across disciplines. In fall 2014, the Reading faculty collaborated with the Psychology faculty to strengthen their understanding of reading strategies and instructional techniques and to clarify their understanding of
expectations content area professors have for their students in the areas of reading, writing, and literacy in disciplinary courses.

There are opportunities to further collaborate with English and Communication Studies faculty as supports and resources to develop literacy skills (reading, writing, thinking, and speaking) are created in a way that can be sustained by all departments.

The faculty would like to work with the academic advising staff to better their understanding of RDG-110 and which students would most benefit from enrolling. The faculty would also like to explore having RDG-110 as part of the dual-credit program for high school students.

Faculty
As noted previously, the RDG faculty remain engaged with the current research and best practices in the field of postsecondary literacy. This includes subscriptions to journals in the field and attending conferences. These organizations include the College Reading & Learning Association and the International Literacy Association. Doing so has resulted in improvements to the curriculum as well as guided their work in adopting a new tool for Reading placement.

The full-time faculty are also committed to expanding their own professional development to support the new strategic direction of the department. Tina Ballard completed a certificate of graduate study in Postsecondary Developmental Literacy & Language Instruction in 2013. Ruby Sanny, Ph.D., began working on an M.A. in English in 2013 and is in the process of completing this additional master’s degree.

PLANNED IMPROVEMENTS/GOALS
Already Accomplished
• Withdraw RDG-085 from the reading curriculum
• Reduce class size in RDG-090/091 from 24 to 20 students

Next Year
• Review need for $20 course fee on developmental RDG courses
• Redesign RDG-110 curriculum focusing on disciplinary literacy strategies
• Establish a regular cycle of department-wide course assessment for each course, particularly for the impact of RDG-090/091 curriculum redesign
• Discuss and select exit standards/rubrics to be used in RDG-090/091 courses
• Provide professional development opportunities for adjunct Reading faculty on implementing the new outcomes for RDG-090/091
• Create assessment plan for LTC-099 collaboratively with ENG faculty
• Continue broader research into student success, including:
  o Design methods to monitor impact of revised Reading placement methods (test & multiple methods)
  o Evaluate need for supplementary computer program to support RDG 090/091 (and determine consistent use across sections)

Next Five Years
• Establish three-year assessment process for reviewing effectiveness of Reading placement testing methods
• Evaluate impact of LTC-099 on enrollment and student success; scale as appropriate
• Create system to partner with and support faculty across the college to contextualize reading instruction for career-technical education programs/students and disciplinary literacy within various transfer disciplines.
• Assess curriculum redesign for RDG-110
• Establish assessment process for evaluating developmental reading students’ success in college level courses.
• Revisit support for reading students, Reading Lab

Support Needed to Accomplish Planned Improvements
Resources will be needed to support the implementation of a new method for reading placement testing as well as future validity studies.
It is important that future RDG faculty hired are prepared to teach postsecondary literacy courses.
Support from divisional deans will be necessary to implement professional development opportunities for CTE faculty.
ACADEMIC DISCIPLINE REVIEW REPORT TEMPLATE

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SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC DISCIPLINES REVIEWED IN ACADEMIC YEAR 2016

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PROGRAM IMPROVEMENTS SINCE LAST REVIEW

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

- Increase the Sociology Department offerings. In addition to the topics of Deviance and Delinquency courses with varied cultural theory bases (African-American Culture) would be appropriate.
- Investigate creating learning communities with other programs (i.e., gender roles and/or social problems with an English Department offering).
- Small changes are recommended to outcomes for six of the courses in the program to help increase the observability of the behaviors reflected in the outcome.

Progress made towards these goals from FY11:

- The program was able to increase the total number of sections offered in a number of different sociology courses.
- However, the program did not add new courses to the sociology offerings.
  - Delinquency is currently offered in the Criminal Justice program (CRJ-231: Juvenile Justice). Duplication of the offering does not seem expeditious.
  - A course description and syllabus have been developed for the Deviance course but needs official paperwork to send to the Curriculum Committee.
  - No movement has been made with regard to addition of course with varied cultural theoretical bases.
- No learning communities have been created at this time.
- More measurable learning outcomes have been added for the additional six courses in the sociology program.

Additional Accomplishments and Awards:
Both of the sociologists have participated in events on campus to improve departmental visibility and enhance student experience. Of particular interest are those events related to Black History Month; Women’s History Month; Domestic Violence Awareness Month;
AIDS awareness events; Sexual Assault Awareness Month; Humanities Center events; search committees, and the Student Success Infrastructure to name a few.

Both full time faculty applied for and received Title VI grant funding which included travel; one with a focus on China in the summer of 2011 and the second with a focus on India in spring of 2012. They both also received funding for a group proposal for an educational trip to Cuba in the summer of 2012. This encouraged increased use of cross-cultural assignments and other enhancements.

Joyce Fountain was awarded NISOD Teacher of the Year in 2010. She received a Racial Justice Award from the YWCA. Pat O’Brien received a “Woman of Peace” recognition from the Elgin Community Crisis Center in 2015. She was also a panel moderator for an event entitled “Issues in Domestic Violence” held at St. Xavier University in March 2013.

**SOCIOLOGY DEPARTMENT OUTCOMES / CURRICULA REVIEW**

**Program-Level Student Learning Outcomes**

Upon successful completion of sociology coursework, students will be able to:

- Summarize the major theoretical perspectives, major concepts, and empirical findings in sociology.
- Apply basic research methods in the area of sociology.
- Apply the 'sociological imagination' to issues/events in students’ personal world and the larger environment.

**Review of Current Curriculum & Outcomes**

Students progress from the introductory course (SOC-100) to other sociology courses as academic needs and interest dictate. Successful completion of SOC-100 (or other introductory courses in the case of cross-listing) is recommended before taking additional courses in the program. As mentioned above, the program would still like to add a new course, Deviance.

The two full-time faculty and all current adjuncts contributed to the standardized description and objectives for SOC-100 effective spring 2016. This review of the course outline has been carried into all syllabi. Courses are currently well aligned with the program outcomes, and each course has a satisfactory set of learning outcomes. There will be minor changes to reflect new texts as needed.

Three courses are cross-listed with courses found in other disciplines: SOC-101: Introduction to Family Violence with FMV 101 (Human Services); SOC 230: Criminology with
CRJ 230 (Criminal Justice); SOC-215: Social Psychology and SOC-225: Human Sexuality with PSY-215 and PSY-225 (Psychology). Concerted efforts have been made to align course offerings with the needs of the corresponding divisions. In the case of SOC/PSY-225, course delivery involves team teaching, which works very well to leverage the particular expertise of faculty from each department.

SOC-211: Principles of Social Work & Social Welfare and SOC-219: Honors Seminar in Sociology were withdrawn during this review period. The honors course has not been offered in several years. The social work course has been transferred to the Human Services department within the division.

Alignment to General Education Outcomes
Sociology courses have the opportunity to introduce students to all of the general education outcomes of the college. Given the programmatic emphasis on the sociological imagination, as well as multiple efforts to infuse courses and classrooms, linkages to Global/Multi-cultural Literacy are imperative. Faculty plan to continually increase the scope of this outcome in the future.

Articulation

NEED
In addition to fulfilling IAI degree requirements; courses in the program can be used for elective or major field elective requirements. Courses are also listed as electives within several vocational degrees and certificates, including Accounting, Criminal Justice, Management, and Marketing.

Enrollment
The college experienced high enrollment growth during the years of the recession and peaked in Spring 2011. Enrollment within the program has followed this trend, and while it has decreased 9% within the past five years, it is still at acceptable historical levels falling more slowly than the college’s rate of 14%. Enrollment in the advanced courses will naturally fluctuate due to smaller numbers where sections may be offered once per year and/or in the evening. Recent changes in the curriculum of certain degree programs
(Nursing, Physical Therapist Assistant, Human Services) may also contribute to a slight decrease in enrollment. It is hoped that these can be offset with the upcoming expansion of dual credit.

As the flagship course, SOC-100 carries the vast majority of enrollment for the department. Seats have declined just under 3% in the last five years.

Two of the department’s courses (Intro and Marriage/Family) are offered in online and/or telecourse modalities in addition to the standard face-to-face format. Due to low success rates across the board, the college has sunset all telecourse offerings. Online sections of SOC-100 are starting to backfill this need. The program hopes to also offset this with the addition of late start face-to-face sections as well as by adding online sections both in the traditional semester format and late start online classes as well as for SOC-210.
As mentioned above regarding curriculum, several of the department’s courses are cross-listed with other programs (FMV – Human Services, Family Violence Counseling, PSY – Psychology, and CRJ – Criminal Justice). Within these courses, it is typical that the general education seeking sociology students are fewer than the psychology or career-technical students. Discussion with students strongly suggests that, they are not cognizant of any distinction. They are registering for a particular class (i.e., “Criminology” or “Human Sexuality” or “Family Violence”) not necessarily for a discipline. In at least two of the aforementioned courses, there is a single faculty person, a sociologist is teaching the course. Ergo, numeric decreases are somewhat illusionary.
Enrollment in the remaining courses is displayed below. Of these, SOC-209: Race and Ethnic Relations is the most popular.

SOC-100 has been offered on campus for high school students in the Middle College program for a number of years, enrolling under 10 students per year. With the upcoming expansion of dual-credit opportunities for high school students, outcomes and enrollments will be monitored for any required adjustments.

The sociology department created a handout that is used at College Night. The hope is that this, in tandem with efforts to better inform the Academic Advisors about the discipline, may help increase enrollment.

**COST EFFECTIVENESS**

As with most transfer disciplines, the program is running efficiently with its most expensive cost being faculty salaries and benefits. Instructional supply and printing costs are largely under the control of the faculty and have been held steady. Printing costs can be decreased as course materials migrate to D2L.

The department would like to add another full-time sociology faculty to the department. The current adjunct pool is shallow and transitory. The expansion of the dual credit program may impact the department as SOC-100 has been identified for the initial Accelerate College pilot. Enrollment and student success will be monitored.

**QUALITY**

**Student Success Rates**

Overall success rates (students earning grades A – C) have been steadily increasing during the review period. The FY15 rate of 78 % is higher than the college’s rate of 71%. This
coincides with the reduction and elimination of telecourse sections, which overall had the lowest rates of success.

Success rates within SOC-100 are going to drive the overall pattern of the department. Success within the face-to-face section have been steady with an uptick for FY15. These also exceed the college’s face to face average of 72%. Online sections have slightly lower rates of success, but this is true for the college overall. Within SOC-100, online success has been increasing, and the FY15 rate of 68% exceeds the college average of 60% for this modality. Success has been very high within the face-to-face sections of SOC-210. Rates were also slightly higher in the telecourse offerings, so as the department plans to move this course online, they anticipate success similar to online SOC-100 or higher.

Due to small numbers, it is not advisable to look at year-to-year rates of success in the SOC portions of cross-listed courses without the context of how many students were enrolled.
As seen in the graphs below, some years the sociology students do better, some years it is the other discipline’s students. Increased communication, course assessment and course standardization may help mediate differential success rates.

Students who choose to enroll under a given prefix may come to the course with a pre-existing knowledge base, which may help facilitate successful completion of the course. Faculty have taken note that success in SOC-101: Introduction to Family Violence has increased recently while success has fallen for FMV-101. This will be explored in collaboration with Human Services via course assessment.

In addition, it may be advantageous to explore differing expectations regarding literacy expectations intra-departmentally. For example, success rates in SOC/CRJ-230: Criminology have been increasing due to the elimination of a research paper assignment. Smaller writing assignments are now used and appear to be more useful to students. Additionally, while it is recommended that students first complete SOC-100, it is not a formal prerequisite. Sociology students may be more likely to have completed the intro course, and by default have satisfied minimum competency requirements and are college ready. Students in criminal justice may enroll in the course without first demonstrating proper skills in reading and writing.
Student Retention Rates

Overall, departmental retention rates (students who do not withdraw) were steady through FY14 with a nice bump into FY15 which exceeds the college’s overall retention rate of 86%. This is likely due in part to the reduction and elimination of the telecourse sections.

Little difference is noted in retention between the highest enrolled courses. Retention in the online sections of SOC-100 is lower than its face-to-face counterpart, and is just shy of the college’s overall online retention of 86%. Students in face-to-face sections of SOC-100 are retained at a higher rate than the college’s FY15 average of 90%.
Course Assessment
Up until 2015, an assessment tool was administered in all SOC-100 sections taught by full time instructors. This tool proved too cumbersome and was discarded. Findings, however, suggested that students were meeting course objectives, but still had opportunity to develop critical thinking and practical application of concepts. Given the recent standardization of the course with all faculty, assessment is in a better place moving forward as the current set of objects is to be part of all syllabi for the SOC-100 sections.

The upper-level courses have not been formally assessed. The expectation for official course assessment planning and reporting has been established. The department will engage in regular course assessment in the coming five years.

Departmental Student Success Efforts and Improvements
The department attempts to support student success in a multitude of different ways. These include the following:

- Funneling students with academic “problems” to The Write Place or the Tutoring Center
- Making the social science lab (F116) available to the students from 6:30 a.m. until late evening
- Not all faculty make equal use of D2L. However, the full time faculty both employ this tool and attempt to employ sundry student support links available with this technology.

The program will investigate the needs of struggling students, particularly those who are repeating SOC-100. It is desired to develop a more clear understanding of why this occurs
by identifying the factors which most impact student success and when interventions might be most appropriate and effective. The program would also like to refine initiatives to better support ELL students (English language learners) relative to writing and reading comprehension.

**Innovations**

D2L is routinely employed for course delivery among the full time sociology faculty. All sociology faculty have been provided with remote mice/clickers to allow for greater mobility and student interaction.

Greater incorporation of technology brings with it greater learning opportunities but also potential for problems. Faculty always need a “backup plan” if the system “goes down,” which is more likely to happen in an individual classroom as opposed to a systemic failure. Such failures within a classroom are more difficult to remedy if this occurs in early morning (8:00 a.m. class) or evening sections.

**Alternative Modalities and Scheduling**

Department plans to offer additional online sections to accommodate student need and replace the discontinued telecourses. An online section of SOC-210 is scheduled to begin in fall 2016. Late-start (12-week) sections of several courses will also be considered.

The exploration of scheduling frameworks that best fit student needs continues. Prime-time classroom usage and availability remains a priority. Given recent enrollment fluctuations, the department will continue to collect data to better ensure that the classes scheduled are not cancelled.

**Staffing**

As mentioned, the program has had difficulty generating and maintaining a source of adjuncts. The feeder universities near ECC do not have strong sociology programs and this is contributing to the lack of qualified candidates. An additional full-time faculty member is desired to maintain quality instruction as the program expands to participate in new programs for high school students. Current faculty will also be planning for retirement and a newer full-time person would help with continuity.

**Collaborations**

The program regularly collaborates with several instructional departments across the college for cross-listed courses, middle college and honors.

Program faculty play active roles in many committees across the college, including:

- Humanities Center
- Humanities Speakers Bureau
• Faculty Development
• MAGIC (Multi-cultural And Global Initiatives Committee)

Faculty serve as advisors for student organizations, including:
• S.W.A.N.S. (Students Who Are Not Silent, a student club for LGBTQ students and allies)
• Peace and Justice
• Black Student Association

The sociology faculty plays a role in organizations and committees outside the college campus as well which include:
• Community Crisis Center
• Open Door Clinic
• School District U-46
• Elgin Area Historical Society
• Second Baptist Church
• Delta Sigma Theta Sorority, Inc.
• Gail Borden Public Library

Faculty are members of several professional organizations which allow them to keep abreast of information in the field, and maintain contact with other sociologists and their research. These include:
• American Sociological Association
• Illinois Sociological Association
• Midwest Sociological Association
• Sociologist for Women in Society

**PLANNED IMPROVEMENTS/GOALS**

**Next Year**

• Plan future class schedules to more accurately reflect college enrollment trends and departmental needs
• Dual credit classes are scheduled to increase with the fall 2016 semester. This transition will be monitored (student success rates and enrollment)
• Collaborate with Human Services to assess SOC-101/FMV-101
• Implement standard schedule of course assessment planning and reporting
Next Five Years

- Explore and discuss course prerequisites focusing on both reading and writing readiness
- Explore the development of supports directed toward ELL (English language learner) students given the changing college demographics.
- Systematically investigate patterns and monitor students who have failed SOC-100 and who are repeating this course;
- Develop a larger pool of adjuncts via professional networking and other creative means.

Support Needed to Accomplish Planned Improvements

Given the historic problem with adjunct recruitment and difficulty in maintaining “good” faculty, there appears to be a need for another full-time faculty person. As the two current full-time faculty move through their work-life cycle, another full-time faculty person would have the potential to provide departmental continuity as the others retire.
INTRODUCTION

ECC’s Athletic program sponsors six teams each for men and women: Basketball, Cross Country, Soccer and Tennis for both genders, and Softball and Volleyball for women and Baseball and Golf for men. Coaches focus on the recruitment of District 509 high school student-athletes. Student-athletes compete in regional and national tournaments in the National Junior College Athletic Association (NJCAA) Region IV, and in the Illinois Skyway Collegiate Conference. Athletes are recruited from the high schools within District 509. Each team’s coach will attend local games and matches and encourage students and families to come to campus for a visit. The Athletic Director works with the directors at each high school to share the vision, direction and support offered by the program for athletes. The college supports these students with outstanding coaches, state-of-the-art sports facilities, and academic tracking and advising systems. The teams earn opportunities to be competitive at a national level and be recruited to teams at four-year colleges and universities.

Additionally, the Athletic program oversees the college’s 3,000 square foot Fitness Center which offers equipment and programming for students as well as staff and community members. Users can pay a daily fee, or enroll in one of four college fitness courses to earn credit for their workouts. These courses are administered by the Health Professions division.

PROGRAM IMPROVEMENTS SINCE LAST REVIEW

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

- ACE (Athletes Commit to Education)
- SAAC (Student Athlete Advisory Committee)
• Scoreboard: The Athletic Department is in the process of purchasing a scoreboard for the Spartan soccer field. Funds will come from the ECC Foundation or corporate sponsorship.

**Progress made towards these goals from FY11:**

• The ACE Program has impacted over 150 student-athletes each year, contributing to individual and team academic success. Outcomes will be specifically outlined in the Quality section of this report.

• The SAAC program created open dialogue between student-athletes, coaches, administrators, faculty, and ECC Board members as each group was represented on the committee. Sharing student-athlete daily experiences at ECC really benefited coaches, faculty and administrators. The SAAC program ran for the 2011/2012 academic year but dissolved as a result of members retiring and student-athletes graduated.

• A portable scoreboard was purchased with funds from the ECC Foundation for the men and women soccer teams in 2012.

**Additional Accomplishments and Awards**

• Championships/Tournaments
  o Women’s basketball team won the 2013 Region IV championship and qualified for the NJCAA National tournament.
  o Men’s tennis team won the Region IV Tournament and qualified for the NJCAA National tournament in May 2014.
  o Women’s tennis team won the Region IV Tournament and qualified for the NJCAA National tournament in October 2013.
  o Baseball – conference champs – 2015
  o Women’s Basketball – conference champs – 2013
  o NJCAA national tournament qualifiers (baseball, women’s basketball, men’s tennis, women’s tennis, golf, men and women cross-country)

• Student/Team Awards
  o Women’s tennis team – NJCAA Academic All-Americans
  o Cassie Dumoulin – Women’s basketball – NJCAA National award – Lea Plarski Award (top student-athlete award in the NJCAA) – 2012

• Staff Awards
  o Bill Angelo – ISCC Baseball coach of the year, 2014-15
  o Jerry McLaughlin – ISCC Women’s Basketball coach of the year, 2011-12
Hosting
- ECC opened the men and women basketball conference seasons in 2013 and 2014 hosting the Illinois Skyway Collegiate Conference (ISCC) Tip-Off Classic.
- ECC hosted the baseball Region IV Final 4 tournament in March 2015.
- ECC has hosted the men and women Region IV basketball Final Four and championship games in March 2014.

PROGRAM OBJECTIVES

As a result of participating in the athletic program, students will ...
- Improve time management skills
- Develop teamwork and self-discipline skills
- Demonstrate the ability to set academic, career and life goals
- Increase knowledge of requirements to transition to a four-year school

Students are tracked for time management by arriving on time to their scheduled library hours, tutor sessions, team practices and games. Penalties may be given for violations. Students develop teamwork and self-discipline skills through listening to their coach and getting along with their team mates. Within the ACE program model, students will set academic, career and life goals, which may include maintaining a good GPA, earning a degree from ECC and transferring to a four-year school, whether or not they continue as an athlete. By partnering with a dedicated academic advisor, students are aware of the requirements to transition to a four year school to continue their education and pursue their life goals beyond college.

Attention and monitoring of student progress towards these outcomes are the basis for the quality and success of the Athletics program at the college. The available data will be outlined in the Quality section to follow.

These primary functions of the athletic program link primarily to three of the college’s strategic goals:
- Goal 1: Foster a Learning-Centered Environment
- Goal 2: Promote Student Goal Completion
- Goal 5: Strengthen Educational and Workforce Partnerships to Create a More Responsive and Sustainable Community

Additionally, the program contributes to two of the college’s General Education Outcomes:
• Reading – Combining the academic reading curriculum and the ability to digest plays, forms and instruction from the coach.
• Critical thinking – as an athlete, critical thinking skills needed to examine and react to game situations, for example, to find an immediate solution that will benefit the team or individual athlete, which hopefully will lead to a win.

Within this review, the program identified the opportunity to connect to a third general education outcome, Information Literacy & Technology. Student-athletes will enhance this skill by utilizing the Student Planning Module (SPM) to conduct a degree audit in conjunction with the athletic academic advisor.

**NEED**

**Teams**

There has been steady participation in each of the program’s twelve teams. Patterns mirror the overall enrollment trends of the college, which peaked in 2011 and have fallen back to levels within range. Recruitment within the district’s high schools accounts for over 75% of the student athletes. There are no current discussions to expand the sports offered. Additional opportunities can be found at the club-level through Student Life, such as Frisbee and open gym.
**Staffing**

The program is currently staffed by an Athletic Director, Administrative Assistant, Athletic Events Center Coordinator III/trainer, Athletic Coordinator IV/Head Baseball Coach, Athletic Coordinator III/Head Women’s Basketball Coach, two part-time fitness center attendants, one part-time field maintenance attendant, and Head and Assistant Coaches for each of the remaining teams. These employees schedule and run practices, team and individual meetings, and communicate with student-athletes via e-mails, texts, phone calls. Additionally, the staff works with prospective students and their parents/families, and the community.

The athletic department partners with all student service areas, such as admissions, student advising, and registration in providing information and assistance to incoming student-athletes. The athletic department meets with each team the first week of school and lays the foundation for the library study procedures, tutoring center, Write Place and provides
the support network to assist student-athletes in retention and support.

The current staffing challenge is the lack of a dedicated individual to run the ACE program as a leader and mentor.

**Promotion**
The program reports scores and stories to news outlets, ISCC site, Region IV and the NJCAA and partners with the college’s Marketing department to promote the athletics program, teams, sporting events and individual athletes. In the future, the program may consider hiring a Sports Information Director (SID) to enhance communication, reporting scores and stories to have a larger social media and print presence.

**Fitness Center**
There has been a decline in the PHC courses utilizing the fitness center with competition from Planet Fitness and other local health clubs which offer more hours of operation, swimming pools, steam and sauna rooms, and expanded equipment and classes like spin, yoga, kettle ball and many others. However, the current center fills a need for ECC students, staff and community members. More specific details regarding official enrollment can be found in the Physical Education chapter within this program review report.

**COST EFFECTIVENESS**
The program is efficient with its purchases and anticipates future costs where possible. Within this review period, significant expense increases have resulted from increases in the annual dues to the NJCAA, Region IV, and the ISCC as well as increases for officials and umpires. Field and equipment maintenance is also necessary each year.

The baseball field is over ten years old. Updated lawn mowers were purchased, as well as a new supply of dirt for the infield and warning track, a new back stop screen and a new scoreboard for soccer and baseball fields. The ice machine was replaced and an additional one was bought for the soccer, softball, baseball and cross-country teams at the outdoor concession area. Team equipment, uniforms, and supplies are updated each year for safety and wear purposes.

The program works to manage expenses for team and overnight travel which includes hotel, meals and gas for vans. The number of vans available for team travel is limited, and vans are rented as needed from external companies at added expense. A cap has been placed on team overnight stays to cut additional costs. If a team wants additional equipment, uniforms, and/or overnight trips, they have the option to fundraise to cover the cost.
The athletic department has the option to change division status every two years. In the 2016/2017 academic year it will move to Division III from Division II within the NJCAA. This change means there will be no institutional athletic aid to student-athletes, which will save the institution approximately $125,000. It is not anticipated this will have any negative impact on the teams. Students will be directed to the foundation and Financial Aid offices for opportunities to cover tuition and fees. Since 2013, ECC Athletics receives two $1,300 scholarships from the Elgin Sports Hall of Fame for a male and female student-athlete to continue studying at a four-year university.

**QUALITY**

It is expected that athletes first consider themselves as students and the strengths of the program are demonstrated by the academic achievements of the students as well as the athletic. The success of ECC’s student athletes is attributed to the robust services provided by the ACE program as well as the efforts of excellent coaches to recruit top talent from within the district. Athletes are offered the opportunity to play on successful teams in outstanding facilities and are encouraged to pursue their education as well as athletics at a four-year institution.

**Student Success Efforts and Improvements**

ACE provides a total support network for student-athletes, guiding them through advising and enrollment and provides student success activities throughout the school year. A dedicated member of the Advising team, student-athlete academic advisor, provides a consistent relationship to help students define and complete their goals. At-risk student athletes are identified with measures such as ACT score, high school GPA and college placement tests and are monitored for their progress and participation in student success activities.

Student athletes have mandatory weekly study hours in the library and complete an educational plan with their advisor. The athletic department also receives each athlete’s mid-term grades to monitor their progress and communicate with them if there are any academic issues.

Several college athletes maintain 4.0 GPA’s each year and those earning a 3.0 or above are academic All-Conference student-athletes. The women’s tennis team for the 2013-14 academic year were NJCAA Academic All-Americans as a team.
Athletes Earning GPA 3.0 or Above, FY11 - FY15

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<th>Year</th>
<th>Men</th>
<th>Women</th>
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<tr>
<td>FY11</td>
<td>21%</td>
<td>27%</td>
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<td>FY12</td>
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<td>FY13</td>
<td>38%</td>
<td>47%</td>
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<tr>
<td>FY14</td>
<td>37%</td>
<td>26%</td>
</tr>
<tr>
<td>FY15</td>
<td>35%</td>
<td>46%</td>
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</table>

Innovation

On a yearly basis within the budget framework in the fitness center and athletic department, the department seeks to create opportunities to incorporate new programs, classes, equipment, academic support practices for students as well as creative training programs and strategies for coaches in their individual sports. Coaches lead and model the most current practices and use advanced training with their athletes for injury prevention, flexibility, practice and game preparation and strategies. The fitness center has improved new equipment and programs such as a TRX machine, advanced treadmills, kettle balls, additional free weights, more cardio equipment, exercise mats, walking and Zumba classes.

Collaborations

- Youth sports organizations – through camps and clinics sponsored by ECC Athletics.
- ECC Athletic department is part of The Friends of Jaclyn Foundation, whose mission is to improve the quality of life for children battling pediatric brain tumors and other childhood cancers and to raise awareness through their Adopt-A-Child Programs. They pair the afflicted child and their siblings with local high school and college sports teams. ECC sponsored Matthew Erickson and his family.
- Hosting of basketball game for special education students from Jacobs H.S. and U-46 H.S.
- ECC Marketing Department – athletic brochures, branding themes, designs and logos. 3’x4’ athletic action shot of a student-athlete playing each of the 12 sports put in the main hallway in the J building (Events Center).
Compliance

Each year the program maintains 100% compliance with athletic eligibility, regulations, responsibilities and dues for the NJCAA (National governing body), Region IV (Region governing body that reports to the NJCAA), and Illinois Skyway Collegiate Conference (ISCC). Coaches attend clinics for their profession, and the department provides internal training for the NJCAA rules and regulations. Staff annually participate in mandatory training seminars for athletic trainer for certification, clinic opportunities for each sport coaches, and every three years in the mandatory NJCAA compliance seminar for NJCAA certification. If the NJCAA mandates a trainer be at all practices for each sports team, the college may need to hire an additional person. Currently, a trainer must be on site for NJCAA sponsored events in men’s and women’s basketball, baseball, softball, volleyball, and men’s and women’s soccer. Trainers help ensure the safety of students, and additional staff would allow maximum coverage at practices, games and in the fitness center.

The college also explicitly complies with all aspects of Title IX legislation, which applies to opportunities in educational activities for both men and women, which includes sports. Title IX does not require institutions to offer identical sports but an equal opportunity to play as well as equal treatment of female and male student-athletes in the provisions including but not limited to equipment and supplies, scheduling of games and practice times, access to tutoring, and support services.

Satisfaction with Fitness Center

The fitness center administered a survey to enrolled PHC students covering items such as overall satisfaction of center, sufficient number of machines, cardio, free weights and cleanliness. The overall rating was a 4.36 on a scale of 5 (very good) to 1 (poor). Respondents noted that the hours of the center, lack of health club atmosphere (saunas, steam rooms, swimming pool) were areas of dissatisfaction. The center has added more equipment (kettle balls, TRX machine, ab balls and walking class) to meet the needs of our students. Given the current financial state center hours have been curbed as a savings measure. Amenities such as those mentioned are not being planned. The fitness center maintains the newest and updated programs in the industry to compete with similar community college institutions, not with commercial gyms.

PLANNED IMPROVEMENTS/GOALS

Next Year

- NJCAA Compliance test will be taken by all ECC Coaches
- Continue the ACE (Athletes Commit to Education) Program to support and build student-athlete retention, completion, and transfer to four-year schools
• Maintain yearly compliance with eligibility, regulations, dues with the NJCAA, Region IV, and ISCC (Illinois Skyway Collegiate Conference)
• Keep recruiting high caliber District 509 high school student-athletes to continue career at ECC by coaches involved in going to games, matches, contacting high school coaches and having the athlete and parents visit the ECC campus.
• Maintain the fitness center with current equipment and programs.

Next Five Years
• Implement a Life Skills Seminar for all student-athletes on a yearly basis
• Establish more opportunities for teams to be involved with community service projects such as PAWS and Little Angels.
• Assist teams with fundraising avenues to support trips, supplies and uniforms to mitigate the current state budget situation.
• Investigate acquisition of two turtle buses which do not require a CDL and hold 15 passengers.
• Update equipment, field supplies for the baseball field on established schedules.
• Hire a part-time/full-time trainer to ensure coverage at every sports team’s practices as needed for safety and NJCAA compliance.

Support Needed to Accomplish Planned Improvements
• It is a challenge to run the ACE program without a fully dedicated manager. Students would benefit with such a leader/mentor in place.
• There needs to be financial commitment to purchase the buses and to properly maintain the baseball facility.
CROSS-DISCIPLINARY REPORT TEMPLATE

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<thead>
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<th>Elgin Community College</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Number:</td>
<td>District 509</td>
</tr>
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SUMMARY REPORT OF REVIEW RESULTS- CROSS DISCIPLINARY PROGRAMS REVIEWED IN ACADEMIC YEAR 2016

Student & Academic Support Services Area | Transfer Degrees and Functions

PROGRAM IMPROVEMENTS SINCE LAST REVIEW

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

- Participation in Achieving the Dream (AtD) initiatives to accelerate successful progress through developmental coursework, will lead to greater chances of degree completion.
- As a response to Complete College America (CCA) initiative, create a task-force to review barriers to graduation, research data measures and reporting that will be requested by the state, and develop campus-level action plans for meeting Illinois’ college completion goals.
- Future development for distance learning will focus on two areas: 1) broadening the course offerings for transfer students so that the maximum number of online options are available for students transferring to partner intuitions; and 2) broadening the elective offerings to provide additional options for those students looking for courses more geared to their specific interests and goals. Some of these additional options are currently available through tele-course and hybrid offerings, however, long term these will be made available online where appropriate.
- The division of Liberal, Visual, and Performing Arts will work with faculty in each discipline (art and music) to evaluate whether the AFA degrees should continue.

Progress made towards these goals from FY11:

1. Participation in AtD has further established the college’s culture of data-based decision making. Significant effort has been made to improve the ‘developmental pathway’ for students. Our math, English and reading faculty utilized predictive modeling techniques to investigate and implement a multiple measures approach to placement testing. This work has sought to allow students who placed into the highest level of developmental coursework to enroll in a gateway math or English
course based on high school GPA. There have also been multiple initiatives that are intended to help students progress through developmental coursework in an accelerated fashion. These include an opportunity for developmental students to enroll concurrently in developmental and college-level English as a cohort (Accelerated Learning Program, ALP), an accelerated developmental math course whereby high ability developmental students can complete two levels of developmental math (MTH-096 and MTH-098) in a single semester (MTH-099), and the development of a senior-year math course in collaboration with our district high school partners (4th year math). These initiatives have occurred because of the collaboration between multiple departments (math, reading, English), divisions (Developmental Education and College Transitions), and committees (SSI’s Learning-Centered Environment Team, Alliance for College Readiness). Additionally, a new developmental literacy course combining reading and writing will be piloted in Fall 2016. Students that successfully complete this course will be college-ready in both reading and writing.

2. Complete College America was founded with the purpose of building a network of states committed to substantially increasing the number of Americans with a postsecondary credential. To this end, five areas of focus were identified: performance funding, co-requisite remediation, ‘Full-time is Fifteen’, structured schedules, and guided pathways to success. The College has made significant progress in the following areas:
   a. Co-Requisite Remediation
      • Multiple measures used to place students in Math and English; including unweighted high school GPA. Reading will be added in October 2016.
      • Differentiated developmental pathways in Math created for students pursuing STEM, Education and General Math careers.
      • Beginning in Spring 2016, ECC initiated a supplemental instruction pilot with 3 sections of Statistics (MTH-102). The program provides for additional, scheduled time outside of class with a peer leader to review and reinforce content covered in class.
      • The Accelerated Learning Program (ALP) where students enroll concurrently in developmental and college-level English has proven very successful and is increasing the number of sections offered.
      • In Fall 2016, a new Literacy course will be offered to all students placing in developmental English or reading. This 5 credit hour course integrates English and reading. Upon successful completion of this course, students will meet the college’s minimum competency requirements for college-level English and reading.
   b. Full-time is Fifteen
• In 2012, the College analyzed student success data to identify strong indicators of student momentum toward goals. Successful completion of 20 credit hours within the first year was the single greatest indicator of likelihood of ultimate success; ECC students who met this milestone were approximately five times more likely to complete/transfer within three years than those who fell short of the 20-credit-hour threshold. As a result of this research, a “Focus to Finish: 20 in 1” student awareness campaign was launched.

• The Student Success Infrastructure, the College’s Achieving the Dream implementation framework, analyzed student completion data in 2015 to identify significant factors leading to a student’s success. Similar to the 2012 Student Success Report, a number of characteristics determined prior to students entering ECC correlate with increased student success. Additionally, persistence from Fall to Spring; and Fall to Fall semester was also identified as a significant indicator of student completion. In Fall 2015, specific strategies were employed to increase persistence to 85% from the Fall to Spring term; for example, the STOP before You Drop campaign.

c. Structured Schedules

• Beginning in Fall 2014, the college began exploring the impact of scheduling specific sections of 2-3 high-demand courses in a cohort model. To date, the impact to student success is yet to be fully quantified. However, qualitative data collected via student surveys indicate the student cohorts created by these scheduling pathways help foster a sense of community that is very much valued by students. The pilot will continue in Fall 2016.

d. Guided Pathways to Results

• In May 2014, the college transitioned from a counseling to a milestone-based academic advising model, thereby requiring each advisor to manage a certain number of students from the point of entry to completion, transfer, or career. Students meet with their assigned advisor at designated milestones based on the number of credits earned.

• In October 2014, the Academic Planning, Registration and Payment Tool was implemented. This tool enables students to view their progress towards completing their degree or certificate, plan their coursework, register for classes and make a payment.

• Beginning in April 2016, the college has two teams participating in the Office of Community College Research and Leadership (OCCRL) Pathways to Results Institute. The focus of the CTE team is to identify transfer pathways for Automotive, Fire Science, and Business programs of study.
The General Education team is focusing on identifying general education pathways for transfer degree students.

3. Technology enhanced education, whether an online class, hybrid class, or web-enhanced traditional class, makes up 74% of all credit hours at ECC. This is up from 36% in 2009 to 74% in 2014.

While ECC growth in enrollment in online classes mirrors the plateaued national statistics, we continue to expand in hybrid and enhanced learning opportunities. This trend is expected to continue over the next 5 years. In Fall 2015, the Departments of Instructional Improvement and Distance Learning and Advising and Transfer Services identified 17 courses that would be good candidates for online delivery. The selection of the courses was based on a review of those institutions which ECC transfer students most attend, and the programs in which they most enroll. By looking at the Ed Plans for those programs, we were able to determine a number of courses that would provide students the most opportunity for flexible learning options in the context of their future goals, as opposed to basic ECC Gen Ed requirements. The 17 courses included a number of courses that were requirements and electives, and were from a variety of divisions.

The recommendations were made to the Deans, who will then work with faculty to develop new opportunities for students. Instructional Improvement and Distance Learning will support the faculty in their endeavor to create these opportunities.
Sections offered in the tele-course format were sunset in 2015 due to lower success and retention rates than other modalities.

In October 2015, ECC completed an accreditation visit from the Higher Learning Commission (HLC). Per the HLC final accreditation report “The team requested four sets of syllabi that contained both an on-ground class and an online or hybrid class. There were inconsistencies in how and if the learning outcomes were listed on the syllabi. The team recommended that ECC continue to implement a Syllabus Template to assist students in navigating online classes.”

4. AFA degrees
Music faculty recommend that we keep the AFA degree but update it to reflect changes in music field, and to render it more relevant to students. The Art department is committed to keeping the AFA degree because faculty know its requirements foster the skills that students need to transfer into their programs of choice, even if they don’t complete the degree. Further discussion will be found later in this report.

Additional Accomplishments since FY11:
• Established full-time Director of Transfer Services position.
• Reverse transfer agreement with Northern Illinois University signed in 2015.
• Awards, Recognition, and Accreditations
  • Elgin Community College’s accreditation by The Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools has been renewed for the next 10 years, following a recently completed evaluation and site visit from an HLC team. ECC scored 24 out of 24 across five categories, the highest rating an institution can achieve.
  • Achieving the Dream, Inc. (ATD) renewed Elgin Community College’s designation as a Leader College. ECC was first named a Leader College in 2012.
  • Bellwether Award winner (Community College Futures Assembly) for our Alliance for College Readiness partnership with our K-12 districts that has led to increasing college readiness rates;
  • A Bellwether nominee for our financial literacy program;
  • Aspen Top 150 College for excellence in tracking student success outcomes;
  • An Illinois Pioneer in the Jobs for the Future Accelerating Opportunities program;
Elgin Community College – District 509 2016

- 2014 Diversity and Equity Award winner from the ICCTA and a Central Regional Equity Award nominee from the ACCT for programs focused on cultural competence for students and employees.

PROGRAM OBJECTIVES

Elgin Community College offers five associate degrees designed for transfer. The Associate in Arts (AA) and Associate in Science (AS) transfer degrees focus on advancing students through general education requirements and preparing them for junior status in baccalaureate institutions. Each requires students to complete general education coursework in communications (6-9 semester hours); mathematics (3-9 semester hours); physical and life sciences (7-10 semester hours); humanities and fine arts (3-9 semester hours); and social and behavioral sciences (3-9 semester hours). The remaining credits hours needed to complete the degree are at the student’s discretion and should be chosen based on the student’s intended major.

The Associate in Engineering Science (AES) and Associate in Fine Arts (AFA) degrees are also transferable, but not without additional requirements specific to the 4-year institution. The Associate in Liberal Studies (ALS) degree is intended for transfer into a Board of Governor’s baccalaureate degree program offered at several institutions.

Associate in Arts Degree

The Associate in Arts Degree is the most common transfer degree; enrollment and completion rates are high relative to the other transfer degrees. This degree allows students to transfer into a wide array of majors at four-year universities.

It has been the college’s practice to assign undecided students the Associate in Arts degree as their program of study. The purpose of this practice is to allow students to begin coursework that will meet the transfer requirements of a broad range of programs. This practice will be reviewed during the next program review cycle to determine if another method of coding students that are undecided can be implemented so that these students can be differentiated from those students intending to complete an AA degree and provide them with academic advising to help them identify the program of study best aligned with their goals.

Associate in Science Degree

In September 2015, the Illinois Community College Board approved changes to the Associate of Science degree intended to smooth the transfer for STEM students into four-
year institutions. Students completing the AS degree will transfer into 4-year schools in alignment with native STEM students. The redesign of the AS degree will allow the student to take more math and science coursework in their first two years. Consequently, students will not necessarily complete the Illinois General Education Core Curriculum at the community college due to front-loading the STEM courses, leaving the remaining general education requirements for the junior and senior years. Changes to the AS degree will be effective Fall 2016.

The college’s Curriculum Committee formed a sub-committee to analyze the impact of the AS degree changes and to review the courses that meet the various general education requirements of the transfer degrees. Additionally, in collaboration with the Student Success Center, new language describing the AS and AA degrees will be drafted to help students identify which degree is best suited for their intended goals.

**Associate in Engineering Science Degree**
Faculty within the Math, Science, and Engineering Division are in the process of identifying opportunities to strengthen the AES curriculum. Relative to the AA and AS programs, this program posts few enrollees and completers, yet the need in the marketplace for people with these skills has never been greater. The college does indeed have students enrolled who are pursuing engineering, but the current structure of the AES is not necessarily in their best interest and they will transfer to their destination institution without first earning an associate’s degree.

It is the intention of the Math, Science, and Engineering Division to develop coursework needed to transfer into a broad range of engineering majors, which was part of the Engineering program review in 2014. Additionally, formal articulation agreements with the engineering schools of transfer institutions will be forged. A student engineering club is proposed for engineers, technicians, and design-project enthusiasts. Finally, a communication strategy will be developed to inform high school students of the engineering degree opportunities at ECC.

**Associate in Fine Arts – Music and Art**
Similarly, the AFA is designed for a very small subset of students pursuing studio arts and performance programs. The AFA is a way of clearly outlining the appropriate foundational and elective coursework needed for music and art majors to build their skills, experiences and portfolios. While many students transfer to other colleges without actually completing the degree, its requirements support development for successful transfer into focused degree programs at senior institutions. Music faculty recommend keeping the AFA degree but updating it to reflect changes in music field, and to render it more relevant to students.
Note that the music program is being revitalized by the infusion of new faculty. As of fall 2016, two of the three program’s full-time faculty will have changed within one year, and the most senior faculty member started just eight years ago. This program is entering a period of revision, renewal and growth. Until the newest faculty member is on board and weighs in, the current program faculty recommend keeping the degree, exploring possible revisions (such as discrete paths for performance, education and composition), and adding an AAS in Music Production (discussed in the department’s 2015 program review).

Like the music faculty, the art faculty find the AFA to be a critical guide for art students and recommend keeping the degree option. Students transferring into studio art programs are accepted on the quality of their art work, not by the degree they’ve earned. While a student with a degree may be accepted into a senior institution, s/he will not be accepted as a studio art major without presenting a portfolio of tangible evidence of achievement in the studio discipline (sculpture, photography, etc.).

**Student Learning Outcomes**

The college recognizes the importance of meaningful and measurable student learning outcomes across programs and disciplines, however, prior to this review process, the transfer degrees themselves did not have formally established learning outcomes. The program review team recommends adopting the following program outcome statement for transfer degrees:

> **Upon earning a transfer degree, students will be:** Prepared for transfer; proficient in the knowledge and skills outlined in the college’s general education outcomes; and able to apply their learning to a wide array of problems and settings.

ECC’s general education program requires students to acquire skills in reading, writing, scientific literacy, quantitative literacy, critical thinking, information and technology literacy, and global and multi-cultural literacy.

From 2011 to 2015, ECC analyzed the majority of active courses across all academic disciplines and Adult Basic Education (n=894). Based on faculty ratings provided during prior program reviews on a scale of High-Moderate-Low-None, 97% of these courses directly aligned with the critical thinking general education outcome, with 62% placing a high emphasis on this outcome in the course. Writing was addressed in 87% of the courses; Information Literacy & Technology was a learning outcome for 84% of courses; and the application of Scientific Method was an outcome for 63% of courses. This analysis, cross-referenced with the general education courses most frequently completed by AA and AS degree awardees indicate students are provided the opportunity to develop the skills
outlined in the institution’s general education student learning outcomes. Appendix A of this report summarizes the baseline portion of this analysis. This work has been presented at two assessment conferences within the state and will continue as the college’s assessment committee refines outcome definitions and faculty engage in discussions regarding how they are presented in coursework.

**Transfer Services**

In order to further support students in their pursuit of advanced degree completion, a new full-time position was instituted to facilitate students’ transition to four-year institutions. The Director of Transfer Services is responsible for managing all activities associated with 4-year transfer schools and serves as the primary contact with transfer institutions for articulation agreements and transfer advising. Additionally, this position is a resource to faculty in identifying transfer institution requirements for specific programs. The Director of Transfer Services has over five years of student services experience at ECC including academic and transfer advising and career development, and holds undergraduate and graduate degrees in psychology. He came to ECC after 10 years as an executive recruiter.

ECC students typically transfer to four year institutions in state. The top transfer destinations are:

- Northern Illinois University
- Illinois State University
- University of Illinois – Chicago
- University of Illinois – Urbana/Champaign
- DePaul University

Much has been accomplished by this department since its inception in 2016. The following highlights the department’s efforts to date:

- Developed clearly defined Program Articulation Development Process approved by Deans and VP of Teaching, Learning, and Student Development.
- Created unique transfer partnerships with 4 public schools- ISU (AA), NIU (AAS), UIC (AA/AS), WIU (Honors & Reverse Transfer).
- Implemented Honors Full Tuition Scholarship with Elmhurst College with first ECC student receiving the scholarship.
- Built tracking and monitoring process to maintain existing agreements and monitor agreements up for expiration.
The department has identified the following goals and improvements:

- Increase number of articulation agreements for programs that would benefit the greatest number of ECC students as well as unique transfer opportunities for specific programs of study.
- Build on UIC Transfer Admission Guarantee and North Central College Direct Transfer Agreement to create more transfer guarantee options for ECC students. The goal of these transfer agreements will be to create more guaranteed admission into specific programs of interest.
- Maintain accurate database of agreements.
- Increase marketing activity to promote partnerships and transfer options.
- Update information and layout of University Transfer and Education Plans web pages condensing content into one page.
- Develop content of new Transfer Guide to be used by Students, advisors, registration and orientation staff providing a concise student planning resource.

**NEED**

**Enrollment**

Attainment of a bachelor’s degree can provide more employment options and higher earnings for an individual. For many students, community colleges play a vital role as the entry point for completion of a bachelor’s degree. Not surprisingly, transfer degree enrollees account for approximately 62% of ECC’s total enrollment (based on 10th day enrollment in 2015FA and 2016SP). Counter-cyclical to the strength of the economy, ECC enrollment has declined steadily since its peak in 2011 with an overall decrease of 17%.
Degree Completion

Conversely, the number of transfer degree completers has increased steadily over the same time period (19%). There are twice as many transfer degree completers than Associate of Applied Science degree completers. They account for two-thirds of the degrees earned by ECC students.

Within the transfer degree category, the Associate of Arts degree is awarded at more than twice the rate of the Associate of Science degree.
The ALS degree is completed by an average of 52 students annually. The AES degree is typically completed by less than 20 students every year. Fewer students complete the AFA degrees.

**Early College Credit**

Early college credit initiatives are gaining momentum. Through partnerships with District 509 high schools, ECC’s Middle College program allows college-ready high school students to enroll in general education coursework. Students are enrolled at their high school and commute to campus to take one or two general education courses.

Beginning in Fall 2016, a new early college credit program will be piloted with two high schools districts. The Accelerate College program will allow high school seniors to attend ECC on a full-time basis and earn both high school and college credit. Three curriculum
tracks spanning two semesters will be offered to meet the varying needs of students. The different tracks align with the Associate in Arts degree, Associate in Science degree, and the CTE track will align with programming in the health professions.

**COST EFFECTIVENESS**

Per ECC’s 2016 Annual Budget Report, state funding in recent years has been more and more unpredictable. The College continues to be conservative in its estimate of state funding levels. In recent years, the Illinois Community College Board (ICCB) has presented preliminary funding levels to colleges; however, the funding levels supported in the State budget have been significantly less. The state average credit hour reimbursement rate declined from $39.24 per credit hour in 2010 to $32.20 per credit hour in 2015. The State has reduced funding to the Community College System, has recognized losses and budget cuts in the past, and has not proportionately increased funding in correlation to additional credit hours generated by the system as a whole. Despite these funding challenges, ECC is committed to operating in a fiscally responsible manner without jeopardizing student access or success. A lack of state budget throughout fiscal 2016 was extremely challenging, but ECC committed to funding student MAP grants for the year. Enrollment will be closely monitored for the coming fall to determine the impact of state finances on student goal completion.

From ECC’s FY2015 Performance Report, the cost per credit hour for the college was $222, whereas the cost per FTE student was $6,674. This puts ECC in the 83rd percentile for spending compared to peer colleges in the National Community College Benchmark Project (NCCBP).

Faculty salary expenditures is a primary consideration for evaluating the cost of student degree attainment. Each year a ratio report is prepared by Institutional Research and Human Resources. The report breaks out the credit hours taught by program/department by full-time and part-time faculty. Another report makes note of what portion is full-time overload and calculates the differences between contact and credit hours. This data is used as one factor in determining which programs are most in need of new (or replacement) full-time faculty. Additionally, the college strives to have 60% of all credit hours in any given year taught by full-time faculty, but results from the 2014 National Community College Benchmarking Project (NCCBP) indicate that ECC is only in the 24th percentile among comparable community colleges, with large variances by program. In academic years 2015-16 and 2016-17, the college had plans to hire six new full-time faculty in the English and Math departments to balance ratios and wanted to increase the number of faculty as
needed in the coming years, but the current fiscal situation has those plans on hold as all priorities are weighed even more strategically.

**QUALITY**
The strengths of the transfer degree programs cannot be solely demonstrated by the number of graduates. Through its work with Achieving the Dream, the college is looking very closely at *time to degree completion* as well as how to *identify and remove the barriers* for students to achieve their goals.

**Student Success Rates & Time to Completion**
A principal measure of student success looks at goal achievement over three years, the standard one-and-a-half times of degree completion time. This success rate is defined as students who were still enrolled 3 years after their first term, transferred, graduated within 3 years from the initial major/program and is based on first-time, full-time students’ declared program of study their first semester. Using this metric, the overall success rate for ECC students pursuing transfer degrees is 49%. However, when looking at these measures of success individually, differences are noted. Many students are transferring before completing their degree; and an even larger percentage are still enrolled at ECC after 3 years. For example, 20% of students new to ECC between FY10 and FY13 that declared the AA as their program of study their first semester transferred to another college within 3 years; whereas 34% of the AA students during the same time period were still enrolled in year 3.

<table>
<thead>
<tr>
<th>Initial Student Program</th>
<th>Total N</th>
<th>Still Enrolled</th>
<th>Graduated</th>
<th>Transferred</th>
<th>Total: Successful Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>AA</td>
<td>7,570</td>
<td>34%</td>
<td>9%</td>
<td>20%</td>
<td>53%</td>
</tr>
<tr>
<td>AS</td>
<td>4,728</td>
<td>35%</td>
<td>4%</td>
<td>19%</td>
<td>52%</td>
</tr>
<tr>
<td>ALS</td>
<td>806</td>
<td>39%</td>
<td>11%</td>
<td>20%</td>
<td>58%</td>
</tr>
<tr>
<td>AES</td>
<td>407</td>
<td>40%</td>
<td>3%</td>
<td>25%</td>
<td>59%</td>
</tr>
<tr>
<td>AFA - Art</td>
<td>245</td>
<td>31%</td>
<td>1%</td>
<td>19%</td>
<td>45%</td>
</tr>
<tr>
<td>AFA - Music</td>
<td>100</td>
<td>26%</td>
<td>2%</td>
<td>15%</td>
<td>37%</td>
</tr>
<tr>
<td><strong>Program Total</strong></td>
<td><strong>13,856</strong></td>
<td><strong>33%</strong></td>
<td><strong>7%</strong></td>
<td><strong>19%</strong></td>
<td><strong>49%</strong></td>
</tr>
<tr>
<td><strong>Total w/o ALS</strong></td>
<td><strong>13,050</strong></td>
<td><strong>35%</strong></td>
<td><strong>7%</strong></td>
<td><strong>20%</strong></td>
<td><strong>52%</strong></td>
</tr>
</tbody>
</table>

*Source, ECC Program Review Pivot Tables, table 5; prepared by Institutional Research.  NOTE: Categories are not mutually exclusive.*
All the transfer degrees generally follow this success rate pattern with the most students still enrolled at three years, and more students transferring than graduating. AFA students are the least likely to graduate within the time frame, for reasons already discussed within this report. ALS students have the highest individual graduation rate, which makes sense as this degree is for a very narrow set of goals. AES students have the highest overall success rate (59%); even with a very low graduation rate (3%) they are moving on to complete their 4-year degree.

Patterns shift somewhat when the time period extends from 3 to 4 years. Success rates increase slightly for graduates and students that transfer. However, the number of students still enrolled drops substantially, and there is an increase in the percentage of students that are not enrolled, but did not graduate or transfer. It is this type of analysis that the college will continue to monitor and investigate.

### 3-Year & 4-Year Student Success Outcomes 2007 - 2012

<table>
<thead>
<tr>
<th></th>
<th>3-Year Outcomes</th>
<th>4-Year Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduated</td>
<td>38%</td>
<td>42%</td>
</tr>
<tr>
<td>Transferred</td>
<td>30%</td>
<td>16%</td>
</tr>
<tr>
<td>Still Enrolled</td>
<td>15%</td>
<td>18%</td>
</tr>
<tr>
<td>Not enrolled/did not graduate/did not transfer</td>
<td>17%</td>
<td>23%</td>
</tr>
</tbody>
</table>

#### Enrollment Status

The increase in the transfer and graduation rates in year 4 can be attributed to the proportion of students taking coursework part-time at some point during their time at the college. While students enrolled completely full-time or completely part-time see slight gains in year 4 success rates; those students that started out as full-time or part-time and then moved to a different enrollment status, substantially increased their graduation and transfer rates in year 4.

Students who are enrolled completely full-time either graduate (25%), transfer (24%) or drop-out (42%) after three years at ECC. Only 8% are still-enrolled after three years. Of the
8% that are still enrolled at year three. Of that group, in the fourth year, 2% will graduate, 4% will transfer and 2% remain enrolled. The drop-out rate is minimal (0%).

Students who are enrolled completely part-time either graduate (4%), transfer (14%) or drop-out (59%) after three years. Only 22% are still enrolled after three years. Of that 22%, in the fourth year, 2% will graduate, 2% will transfer, 4% drop-out. 15% are still-enrolled.

Students who have mixed enrollment have lower graduation (20%), transfer (8%), and drop-out (20%) rates than completely full-time students at the 3-year mark; and are still enrolled after three years at a substantially higher rate (52%). Of the 52%, in the fourth year, 12% graduate, 4% transfer, and 8% drop-out; 29% are still enrolled.

Credit Hours Earned
A more in-depth look into the credit hours accumulated by successful students provides additional insight. Students still enrolled after 3 years have attempted to complete more than twice the number of developmental credits than that of students who transferred (10.9 credits versus 3.8 credits) and graduates (10.9 credits vs. 4.3 credits).

The course success rate for students still enrolled after 3 years (72%) is also lower than the success rate of transfer students and graduates. On average, transfer students have registered for 42.1 credits and have earned 34.6; posting an 82% success rate. Graduates post an average success rate of 90%, having attempted 74.4 credits and earning 67.1. Of
note is the fact that students still enrolled after 3 years have attempted to earn almost as many credits as those students who graduated (70.9 vs. 74.4). Further investigation into the program of study selected and course taking patterns may provide insight as to why these students have not met the requirements to graduate.

**Student Engagement**

The Community College Survey of Student Engagement (CCSSE), developed by the Center for Community College Student Engagement (The University of Texas at Austin), is an assessment tool that provides information on student engagement, a key indicator of learning and, therefore, of the quality of community colleges. Elgin Community College administered CCSSE for the third time in spring 2014.

Though the survey is for all enrolled students regardless of degree path, the results are illustrative. The 2014 results demonstrate that ECC has increased on three benchmarks, which are slightly above average: Support for Learners, Academic Challenge, and Active & Collaborative Learning. Student-Faculty Interaction fell slightly, and Student Effort fell to its lowest level for the three survey periods. On benchmarks where ECC’s overall scores fell in 2014, it is the part-time students who show a decline — full-time students demonstrated an increase on each with the most pronounced change noted for Student Effort. Discussion has not yet been had regarding the implications of these findings nor what might be done to assist part-time students specifically.

The college is scheduled to utilize the tool again in 2017.

**Student Success Efforts and Improvements**

Large numbers of students enter Illinois colleges and universities each year without clear educational or career goals, and others find their original goals were unrealistic. The number of students who transfer from one institution to another, and the increasing numbers who transfer more than once, suggest that many students benefit from agreement on a basic curriculum accepted by all institutions as a good way for students, particularly undecided students, to begin their undergraduate experience. To this end, ECC has chosen to participate in the OCCRL Pathways to Results Institute to research and identify core general education pathways based on the IAI GECC to assist students in making strategic course selections that result in timely completion.

Pathways to Results (PTR) is an outcomes-focused, equity-guided process to improve pathways that support student transition to and through postsecondary education and employment. PTR focuses on addressing equity gaps between diverse learner groups and continuously improving processes and practices critical to student success, including
retention, completion of postsecondary credentials, and transition to employment.

Current transfer degrees provide students a wealth of course offerings from which to select when completing their general education requirements. Consequently, this cafeteria style approach has created a barrier for student completion and transfer allowing students to make inefficient course selections. An infrastructure is needed to provide students with strategic navigational tools to complete their degree in a timely and effective manner.

The college is becoming more diverse and activities under the Student Success Infrastructure (SSI) have focused on underrepresented populations. During the 2014-2015 academic year, 45% of the student population was white, 39.2% Latino, 6.8% Asian/Pacific Islander, 5.3% African-American, .4% American Indian/Alaskan, and .1% Native Hawaiian or Pacific Island. ECC Latino students are closing the achievement gap between themselves and their counterparts. The percentage of transfer degrees awarded to Latino students from FY11 – FY15 increased to 22% from 14% between FY06-FY10. White students comprised 65% of the awardees during the same timeframe, down from 76%, and African-American students received slightly more transfer degrees increasing from 3% to 4%.

Collaborations
The transfer degree programs and transfer functions are developed and supported by various entities in the college. Faculty from each of the academic disciplines develop curriculum with the necessary academic rigor to ensure transferability. The Curriculum Committee, comprised of 22 faculty members from across the institution representing all academic divisions, review all proposed changes in new or existing courses, programs and certificates and makes recommendations to the Vice President Teaching, Learning, and
Student Development to approve these changes based on the educational goals of the college. Additionally, the Curriculum and Assessment offices play an important role in facilitating the processes that support curriculum development, assessment of student learning outcomes and use of data to support decision-making. The Student Success Center focuses on advising students and formalizing articulation agreements to smooth the transition to four year institutions for our students. In Fall 2015, the departments of Instructional Improvement and Distance Learning and Advising and Transfer Services identified 17 courses that would be good candidates for online delivery. The office of Institutional Research is responsive to requests and provides data in a digestible format to allow programs to monitor quality and need of curricula on an ongoing basis.

For purposes of conducting this program review self-study, a cross-functional team was formed to discuss and share ideas, analyze success data and identify improvements for the transfer degrees and transfer services. There was consensus amongst the members that this team should continue to meet and discuss topics impacting transfer and transfer degrees. Consequently, this group will become the basis for the Pathways to Results team to be discussed further in the Innovation section of this report.

This team was comprised of people in the following roles:

- Assistant Vice President of Teaching, Learning and Student Development
- Associate Dean, Career and Advising Services
- Associate Dean, Communications & Behavioral Sciences
- Curriculum and Course Systems Specialist
- Curriculum Committee - Chair
- Curriculum Committee - Vice Chair
- Curriculum Specialist
- Dean of Liberal, Visual and Performing Arts
- Dean of Math, Science and Engineering
- Dean of Sustainability, Business and Career Technologies
- Director of Transfer Services
- Manager of Outcomes Assessment
- Managing Director of Institutional Compliance and Curriculum
- Registrar
- Student Learning Assessment Advisory Committee - Chair
- Student Learning Assessment Advisory Committee - Vice Chair

In collaboration with the Curriculum Committee, the college developed an academic residency procedure (Administrative Procedure 1-301) to clarify the amount of transfer credit that can be applied towards ECC degrees or certificates in 2014. Specifically for the AA/AS transfer degrees, a minimum of 15 semester hours in courses number 100 and above
and must have been achieved at ECC, excluding AP, CLEP and proficiency credits.

**Innovation**

The Alliance for College Readiness is a collaborative partnership between ECC and our four local high school districts partners with the stated mission of ensuring that all students in Community College District 509 are prepared for and successful in college and careers. Through the Alliance for College Readiness partnership, National Student Clearinghouse data is shared, annually, with ECC and across all four school districts to examine aggregated college-going rates, first-year to second-year college persistence and completion rates for all public high school graduates in District 509. Each spring (since 2010), the Alliance Data and Leadership team has met to discuss key findings from annual updates to this data, to discuss how and what information can be used in the decision-making process at each district/institution and to identify any additional data fields that will be added to the respective fall data submission. For example, through this partnership, it has been established that 76% of the 2012 graduating classes within d509 high schools have gone to college within the first two years of finishing high school. This compares to a national rate of 66%. 48% of these students started at a 2-year institution.

The college has also explored the impact of college-going behaviors and attitudes on overall success (see ECC Strategic Plan Objective 1.2. Teach students the skills needed to assume responsibility for their own learning). These include educational planning (tracked through the Student Planning Module), class attendance and completion of required assignments (tracked through Early Alert) and non-cognitive mindsets – like affect, will to learn, and self-regulation – which are tracked through the LASSI.

**PLANNED IMPROVEMENTS/GOALS**

**Next Year**

- Adopt the proposed learning outcomes for transfer degrees.
- Increase awareness of the value and purpose of the transfer degree learning outcomes.
- At the recommendation of the Higher Learning Commission, continue to implement a Syllabus Template to ensure consistency across syllabi for the same course.
- Draft new language introducing the transfer degrees to help students identify which degree is best suited for their intended goals.
- Explore opportunities to better identify undecided students.
- Explore revisions to AFA; perhaps create discrete paths for performance, education, and composition.
Identify opportunities to build upon the AES curriculum.

Participate in the OCCRL Pathways to Results Institute to research and identify core general education pathways based on the IAI GECC to assist students in making strategic course selections that result in timely completion.

Update information and layout of University Transfer and Education Plans web pages condensing content into one page.

Develop content of new Transfer Guide to be used by Students, advisors, registration and orientation staff providing a concise student planning resource.

Collaborate with IR to develop richer analyses of transfer patterns for various student population of focus.

Next Five Years

Implement pathway strategy identified as a result of participation in the OCCRL Pathways to Results Institute.

Increase number of articulation agreements for programs that would benefit the greatest number of ECC students as well as unique transfer opportunities for specific programs of study.

Build on UIC Transfer Admission Guarantee and North Central College Direct Transfer Agreement to create more transfer guarantee options for ECC students. The goal of these transfer agreements will be to create more guaranteed admission into specific programs of interest.

Maintain accurate database of transfer agreements.

Increase marketing activity to promote partnerships and transfer options.

Explore revisions to AFA curriculum for relevance and support of student goals

Implement modifications to the AES curriculum.

Create AAS in Music Production

Support Needed to Accomplish Planned Improvements

•

•
APPENDIX A
Baseline Curriculum Mapping Results for ECC Courses, 2011 – 2014

N=893

<table>
<thead>
<tr>
<th>Category</th>
<th>Heavy (3)</th>
<th>Moderate (2)</th>
<th>Low (1)</th>
<th>None (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math/Quant Literacy</td>
<td>15%</td>
<td>21%</td>
<td>29%</td>
<td>36%</td>
</tr>
<tr>
<td>Scientific Method</td>
<td>16%</td>
<td>21%</td>
<td>26%</td>
<td>37%</td>
</tr>
<tr>
<td>Info Literacy &amp; Technology</td>
<td>31%</td>
<td>33%</td>
<td>20%</td>
<td>16%</td>
</tr>
<tr>
<td>Diversity/...</td>
<td>33%</td>
<td>16%</td>
<td>30%</td>
<td>21%</td>
</tr>
<tr>
<td>Writing</td>
<td>28%</td>
<td>33%</td>
<td>26%</td>
<td>13%</td>
</tr>
<tr>
<td>Reading</td>
<td>47%</td>
<td>28%</td>
<td>17%</td>
<td>8%</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>62%</td>
<td>26%</td>
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Elgin Community College – District 509 | 2016

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| PSY   | Personality                     | 11  | 422703  |          |          | Current- Refer to U.Select Documentation |
| PSY   | Educational Psychology          | 11  | 422806  |          |          | Current- Refer to U.Select Documentation |
| PSY   | Child Psychology                | 11  | 422703  | S6 903   |          | Current- Refer to U.Select Documentation |</p>
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### RESULTS FROM PRIOR PROGRAM REVIEWS REPORT

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