



**Illinois Eastern Community Colleges  
District 529**

**Frontier Community College  
Lincoln Trail College  
Olney Central College  
Wabash Valley College**

**2019 Program Review**

**August 2019**

| <b>Program Review Cover Page</b>                     |  |
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| COLLEGE  | Illinois Eastern Community Colleges<br>Frontier Community College<br>Lincoln Trail College<br>Olney Central College<br>Wabash Valley College |
| DISTRICT NUMBER                                      | 529  |
| CONTACT PERSON<br>(NAME, TITLE, CONTACT INFORMATION) | Dr. Holly Martin<br>Chief Academic Officer<br><a href="mailto:martinh@iecc.edu">martinh@iecc.edu</a><br>618-393-2982                         |
| FISCAL YEAR REVIEWED:                                | FY2019   |
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**CTE Review Instrument: Program Review/FY 2017-2021**

| <b><i>Career &amp; Technical Education</i></b>   |                       |  |                         |  |
|--|-----------------------|--|-------------------------|--|
| <i>COLLEGE NAME:</i>   |                       | Illinois Eastern Community Colleges<br>Frontier, Lincoln Trail, Olney Central, Wabash Valley   |                         |  |
| <i>FISCAL YEAR IN REVIEW:</i>  |                       | 2019   |                         |  |
| <b><i>PROGRAM IDENTIFICATION INFORMATION</i></b>   |                       |  |                         |  |
| <i>PROGRAM TITLE</i>   | <i>DEGREE OR CERT</i> | <i>TOTAL CREDIT HOURS</i>  | <i>6-DIGIT CIP CODE</i> | <i>LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE</i> |
| <b>Sport Management</b>  | <b>D424</b>           | <b>64</b>  | <b>310504</b>           | <b>N/A</b>   |
| Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential. |                       |  |                         |  |
| <b>Program Objectives</b><br>What are the overarching objectives/goals of the program?   |                       | Sport Management program objectives are: <ol style="list-style-type: none"> <li>1. Understand Sport Management roles                             <ul style="list-style-type: none"> <li>• Students will apply an understanding of the varied professional and academic roles involved in sport management.</li> </ul> </li> <li>2. Core Functions                             <ul style="list-style-type: none"> <li>• Students will demonstrate a basic understanding of the core functions of management in recreation, sport, and other sport-related occupations.</li> </ul> </li> <li>3. Social and Historical Experiences                             <ul style="list-style-type: none"> <li>• Students will explain the social and historical experiences of sports and apply that knowledge to current sports events.</li> </ul> </li> <li>4. Principles of Marketing and Planning                             <ul style="list-style-type: none"> <li>• Students will analyze and apply the principles of marketing and planning in sport/event management.</li> </ul> </li> <li>5. Industry Skills                             <ul style="list-style-type: none"> <li>• Students will demonstrate industry skills through hands-on experiences in the sports industry.</li> </ul> </li> </ol> |                         |  |
| To what extent are these objectives being achieved?  |                       | In Fall 2017, Sport Management assessed the measure “learn the sport profession,” the outcome being “students will learn the landscape of the sport management profession and the different avenues they can pursue with a Sport Management degree.” Nearly all (96.43%) of students assessed met or exceeded the expected outcome.<br><br>The Sport Management lead instructor established new outcomes in Fall 2018 and added those outcomes to CampusLabs, the District’s assessment management system, in Spring 2019. The program expects to analyze its first round of assessment results upon completion of the Spring 2019 semester.   |                         |  |

**CTE Review Instrument: Program Review/FY 2017-2021**

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| <p><b>Past Program Review Action</b><br/>What action was reported last time the program was reviewed?</p>   | <p>This is the first program review cycle for the Sport Management program at IECC; thus, no past actions exist.</p>   |
| <p><b><i>CTE PROGRAM REVIEW ANALYSIS</i></b></p> <p>Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p> |  |
| <p>List all pre-requisites for this program (courses, placement scores, etc.).</p>  | <p>Degree-seeking students must submit standardized placement scores such as ACT, Accuplacer (or Accuplacer NextGen), Compass, PSAT, or SAT to ensure placement in English, math, and reading coursework. Students may take the Accuplacer NextGen placement test with an IECC institution.</p>  |
| <p>Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).</p>  | <p>DAP 1201 Business Computer Systems<br/> ENG 1111 Composition I<br/> ENG 1121 Composition &amp; Analysis or ENG elective<br/> GEN 2297 Employment Skills<br/> MTH 1201 Tech. Math or Math Gen. Ed. Elective*<br/> PSY 1101 General Psychology<br/> SPE 1101 Fundamentals of Effective Speaking<br/> SPM 1201 Intro to Sport Management<br/> SPM 1202 Recreation and Leisure<br/> SPM 1210 Principles of Coaching<br/> SPM 2201 Sport Communication<br/> SPM 2202 Diversity in Sports<br/> SPM 2210 Activity Planning<br/> SPM 2225 Sport Internship/Seminar<br/> 6 Electives* (one elective must be a humanities or fine arts course and one elective must be a life or physical science course)</p> <p>*Many Sport Management students transfer to universities. Transfer students enroll in general education electives that fulfill requirements for a Bachelor's degree, such as IAI-articulated courses. CTE students may take any course as electives.</p> |
| <p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>   | <p>The Sport Management internship class expands the curriculum beyond 60 credit hours. It is important for students to have practical, on-the-job experience, particularly for those who directly enter the workforce rather than taking advantage of 2+2 opportunities with four-year institutions.</p>  |
| <p><b><i>INDICATOR 1: NEED</i></b></p>  | <p><b><i>RESPONSE</i></b></p>  |

**CTE Review Instrument: Program Review/FY 2017-2021**

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| <p>1.1 How strong is the occupational demand for the program?</p>   | <p>The Sport Management program leads to careers such as Coaches and Scouts, Recreation and Fitness Studies Teachers, Recreation Workers, Program Directors, and Sports and Related Workers, among others. Several of these professions (Coaches and Scouts, Recreation and Fitness Studies Teachers, and Program Directors) are O*NetOnline “Bright Outlook” careers, meaning that the U.S. Bureau of Labor Statistics projects these occupations will grow rapidly in the next several years or experience a substantial number of job openings.</p>   |
| <p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p> | <p>The Bureau of Labor Statistics predicts demand to increase for Coaches and Scouts, Recreation and Fitness Studies Teachers, Recreation Workers, Program Directors, and Sports and Related Workers by 10-14, 10-14, 5-9, 10-14, and 5-9%, respectively, throughout the U.S., and 6, 1, 3, 12, and 5%, respectively, in Illinois.</p>   |
| <p>1.3 What is the district and/or regional need?</p>   | <p>The Bureau of Labor Statistics predicts more than 6,300 openings by 2026 in Illinois for the example Sport Management-related occupations (Coaches and Scouts, Recreation and Fitness Studies Teachers, Recreation Workers, Program Directors, and Sports and Related Workers).</p>   |
| <p>1.4 How are students recruited for this program?</p>   | <p>The lead instructor, adjunct instructors, college recruiter, and district recruiter schedule high school visits to promote the program. The instructors also work with the marketing departments at each college to promote current events in the program via press releases and newsletters. Program events include co-curricular learning events and trips. A significant number of students enrolled in the program are recruited as student-athletes.</p>   |
| <p>1.5 Where are students recruited from?</p>   | <p>The four colleges recruit from district high schools as well as through their athletics programs.</p>   |
| <p>1.6 Did the review of program need result in actions or modifications? Please explain.</p>             | <p>The demand for recreation, leisure, and sport-related careers, both locally and nationally, indicates need for the Sport Management program; however, enrollment data (see “Data Analysis for CTE Program Review” section) suggests that changes may be necessary for where program offerings occur within the district. The District should explore reducing the curriculum from 64 to 60 credit hours, if this can be done without sacrificing quality. A reduction in credit hours makes the program more affordable to students and keeps it within ICCB recommendations for Associate in Applied Science programs.</p> |
| <p><b>INDICATOR 2:<br/>COST EFFECTIVENESS</b></p>   | <p align="center"><b>RESPONSE</b></p>  |
| <p>2.1 What are the costs associated with this program?</p>   | <p>Sport Management costs include faculty salaries and benefits. The district employs one full-time instructor in Sport Management, located at the Lincoln Trail College campus. Adjunct instructors teach for the remaining three IECC campuses.</p>  |

**CTE Review Instrument: Program Review/FY 2017-2021**

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| <p>2.2 How do costs compare to other programs on campus?</p>  | <p>Sport Management operates at \$79.40 per credit hour, substantially less than other technical programs (\$194.90).</p> <p>In general, the per credit hour cost of technical programs (\$194.90) is less than that of remedial (\$449.37), business (\$205.70), and healthcare (\$438.21), but more expensive than pre-baccalaureate (\$189.03) and adult education (\$133.11) programs at IECC.</p> |
| <p>2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?</p>  | <p>The District covers the cost of this program through tuition and fees, apportionment and equalization, and property taxes.</p>  |
| <p>2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.</p> | <p>N/A</p>   |
| <p>2.5 Did the review of program cost result in any actions or modifications? Please explain.</p>   | <p>No. The program operates efficiently compared to other IECC programs.</p>   |
| <p><b>INDICATOR 3: QUALITY</b></p>  | <p><b>RESPONSE</b></p>   |
| <p>3.1 What are the program's strengths?</p>  | <p>Program strengths include the opportunity for students to receive co-curricular experiences, including the partnerships established with two professional sports franchises—the St. Louis Cardinals and the Chicago Blackhawks. These franchises host IECC Sport Management students each year to offer first hand observations of the daily activities of professional sports management.</p>      |
| <p>3.2 What are the identified or potential weaknesses of the program?</p>  | <p>Sport Management instructors report the need for additional technology in the classroom.</p>  |
| <p>3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?</p>   | <p>The District offers Sport Management in traditional, hybrid, and online formats. These options give Sport Management students flexibility in creating schedules to work with other classes, jobs, and family responsibilities.</p>  |
| <p>3.4 How does this program fit into a career pathway?</p>   | <p>Sport Management fits into the Recreation, Amusements, &amp; Attractions Career Pathway of the Hospitality &amp; Tourism Career Cluster of the Family and Consumer Sciences CTE Area of the Illinois Career Clusters, Pathways, and Programs of Study Guide.</p>  |
| <p>3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?</p>                                       | <p>Instructors incorporated varied teaching pedagogies into the Sport Management curriculum, including micro-lectures, video technologies, and collaborative learning approaches.</p>  |

**CTE Review Instrument: Program Review/FY 2017-2021**

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| <p>3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p>   | <p>Currently, there are no dual credit opportunities for the Sport Management program; however, the District does offer dual enrollment opportunities and is in the process of creating a schedule to accommodate more dual enrollment students from Crawford and Lawrence County high schools at Lincoln Trail College.</p>  |
| <p>3.7 What work-based learning opportunities are available and integrated into the curriculum?</p>  | <p>The program requires Employment Skills, a course that prepares students for the application process within the workforce. The program also requires a Sport Internship class so that students receive on-the-job experience before entering the workforce or matriculating to four-year institutions.</p>  |
| <p>3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).</p> | <p>The industry does not require accreditation.</p>   |
| <p>3.9 Are industry-recognized credentials offered? If so, please list.</p>  | <p>The Sport Management discipline does not offer industry-recognized credentials.</p>  |
| <p>3.10 Is this an apprenticeship program? If so, please elaborate.</p>  | <p>No.</p>  |
| <p>3.11 If applicable, please list the licensure examination pass rate.</p>  | <p>N/A</p>  |
| <p>3.12 What current articulation or cooperative agreements/initiatives are in place for this program?</p>   | <p>The District established articulation agreements with Eastern Illinois University, University of Illinois at Urbana-Champaign, and University of Southern Indiana. It is exploring articulation with Indiana State University as well.</p>   |
| <p>3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?</p>  | <p>The lead instructor established a relationship with two professional sports franchises. Through this relationship, IECC collaborates with the St. Louis Cardinals and Chicago Blackhawks for co-curricular events at Busch Stadium and the United Center, respectively.</p>  |
| <p>3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.</p>  | <p>The faculty to student ratio in Sport Management ranges from 1:8 to 1:20 across the district, with an average ratio of 1:15.</p>   |
| <p>3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?</p>   | <p>Mr. Browning, lead instructor at LTC, received funds from the College's Professional Development Committee to attend the League for Innovation in the Community College's Innovations Conference in New York, NY in March 2019. He will incorporate new pedagogies into the classroom, beginning with the 2019-20 academic year, to enhance the overall quality of the student experience in the Sport Management program.</p> |



**CTE Review Instrument: Program Review/FY 2017-2021**

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| 3.16 What is the status of the current technology and equipment used for this program?  | Sport Management classrooms consist of standard classroom computers, software, monitors, and projectors.   |
| 3.17 What assessment methods are used to ensure student success?  | Sport Management instructors use exams as well as oral and written tools to assess student learning.   |
| 3.18 How satisfied are students with their preparation for employment?  | Although the Sport Management program is CTE, almost all students transfer to four-year institutions. Employment data regarding graduates is unavailable at this time because the program is still in its infancy.   |
| 3.19 How is student satisfaction information collected?   | Students complete satisfactory surveys at the end of each semester.  |
| 3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)  | The lead instructor worked to build an Advisory Council for Sport Management at Lincoln Trail College during 2018-19. The first Council met in February with low attendance. The instructor intends to promote the Advisory Council to additional employers and explore potential internship opportunities through the Council. The District may consider creating an Advisory Council at each college or engaging Sport Management instructors from across the District in a unified Council. |
| 3.21 How often does the program advisory committee meet?  | The Lincoln Trail College Sport Management Advisory Council meets once per year; there are no Sport Management Councils at Frontier Community, Olney Central, or Wabash Valley Colleges.   |
| 3.22 How satisfied are employers in the preparation of the program's graduates?   | The program did not collect data due to its infancy and the substantial number of graduates who transfer to 4-year institutions rather than directly enter the workforce.  |
| 3.23 How is employer satisfaction information collected?  | Refer to 3.22.   |
| 3.24 Did the review of program quality result in any actions or modifications? Please explain.  | Yes, the District will explore new technologies to incorporate into the Sport Management classrooms. Additionally, the Deans will assist in building effective and useful advisory councils or a unified advisory council for Sport Management.  |
| List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.  |  |
| Retention is a barrier with student-athletes. Frequently, student-athlete Sport Management students leave the District after their freshman season for athletic reasons. This scenario creates a situation where the sophomore classes are substantially smaller than the freshman classes. |  |

**CTE Review Instrument: Program Review/FY 2017-2021**

| <b>DATA ANALYSIS FOR CTE PROGRAM REVIEW</b>   |  |                  |                  |                  |                  |
|---|--|------------------|------------------|------------------|------------------|
| <i>Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.</i> |  |                  |                  |                  |                  |
| <i>CTE PROGRAM</i>  | <b>D424 Sport Management</b>   |                  |                  |                  |                  |
| <i>CIP CODE</i>   | <b>310504</b>  |                  |                  |                  |                  |
|   | YEAR 1<br>(2014)   | YEAR 2<br>(2015) | YEAR 3<br>(2016) | YEAR 4<br>(2017) | YEAR 5<br>(2018) |
| <i>NUMBER OF STUDENTS ENROLLED</i>  | N/A  | N/A              | 12               | 14               | 46               |
| <i>NUMBER OF COMPLETERS</i>   | N/A  | N/A              | 3                | 6                | N/A              |
| <i>OTHER (END OF TERM PERSISTENCE)</i>  | N/A  | N/A              |                  |                  |                  |
| How does the data support the program goals? Elaborate.   | <p>Enrollment by college varies drastically. Over the 5 year review period,<br/>                     Fairfield Community College - 33<br/>                     Lincoln Trail College -44<br/>                     Olney Central College - 8<br/>                     Wabash Valley College - 34</p> <p>The data indicate very low completion rates for the first two cohorts. As a result, we are not meeting our program goals well. Many of the students transfer before completing the AAS indicating that it may be better suited as a transfer program.</p> |                  |                  |                  |                  |
| What disaggregated data was reviewed?   | Performance data reviewed include program completion and end-of-term persistence, defined by the percentage of students that complete courses each semester. Demographic data include gender and race/ethnicity.   |                  |                  |                  |                  |
| Were there gaps in the data? Please explain.  | There is no data for 2014 or 2015 because the District did not formally offer the program until 2016.  |                  |                  |                  |                  |
| What is the college doing to overcome any identifiable gaps?  | N/A  |                  |                  |                  |                  |
| Are the students served in this program representative of the total student population? Please explain.   | Equal gender representation does not exist in the Sport Management program. From 2016 to 2018, the percentage of females enrolled in the program decreased from 23% (2016) to 11% (2017) and 5% (2018). However, the program improved its representation of race and ethnicity beyond White, primarily enrolling African American and Hispanic/Latino. From 2016 to 2018, non-white race/ethnicity increased from 15% (2016) to 26% (2017) and 40% (2018).   |                  |                  |                  |                  |
| Are the students served in this program representative of the district population? Please explain.  | The Sport Management program disproportionately serves male students over female students; however, the program's students are ethnically and racially more diverse than the communities the District serves.  |                  |                  |                  |                  |

**CTE Review Instrument: Program Review/FY 2017-2021**

| <b>REVIEW RESULTS</b>  |  |
|--|--|
| <b>Action</b>  | <input checked="" type="checkbox"/> Continued with Minor Improvements<br><input type="checkbox"/> Significantly Modified<br><input type="checkbox"/> Placed on Inactive Status<br><input type="checkbox"/> Discontinued/Eliminated<br><input type="checkbox"/> Other (please specify)  |
| <b>Summary Rationale</b><br>Please provide a brief rationale for the chosen action.  | <p>The Sport Management program is still in its infancy at IECC. While data indicate growth and potential, the District should consider more than enrollment numbers as its benchmark. While enrollment increased substantially from 2016-2018, the program needs to encourage enrollment of females. Other minor actions include exploring additional technologies for Sport Management classrooms and examining retention and completion rates more closely.</p>   |
| <b>Intended Action Steps</b><br>What are the action steps resulting from this review? Please detail a timeline and/or dates for each step. | <p>Actions steps from this review include:</p> <ol style="list-style-type: none"> <li>1. Identifying technological needs for Sport Management classrooms;</li> <li>2. Implementing new technologies in Sport Management classrooms;</li> <li>3. Increasing enrollment of female students in Sport Management, possibly by working with Perkins Grants;</li> <li>4. Exploring the required credit hours for the AAS in Sport Management to determine if the degree can be reduced to 60 hours from its current 64;</li> <li>5. Consider alternative delivery and/or scheduling approaches to increase enrollment at FCC, OCC, and WVC, such as:             <ol style="list-style-type: none"> <li>a. The full-time instructor teach on multiple campuses,</li> <li>b. Offer distance learning between campuses, and/or,</li> <li>and</li> <li>c. Offer a fully online degree;</li> </ol> </li> <li>6. Add Advisory Councils at all four institutions or expand the current LTC Advisory Council to engage all four campuses and employers throughout the District,</li> <li>7. Evaluate the success rates of the 2018 and 2019 cohorts to determine whether to inactivate the AAS degree in lieu of offering a transfer program instead.</li> <li>8. Review these recommendations at least annually until the next program review cycle (2024).</li> </ol> |

**CTE Review Instrument: Program Review/FY 2017-2021**

| <b><i>Career &amp; Technical Education</i></b>   |   |  |                         |  |
|--|---|--|-------------------------|--|
| <i>COLLEGE NAME:</i>   |   | Illinois Eastern Community Colleges<br>Olney Central College |                         |  |
| <i>FISCAL YEAR IN REVIEW:</i>  |   | 2019   |                         |  |
| <b><i>PROGRAM IDENTIFICATION INFORMATION</i></b>   |   |  |                         |  |
| <i>PROGRAM TITLE</i>   | <i>DEGREE OR CERT</i>   | <i>TOTAL CREDIT HOURS</i>                                    | <i>6-DIGIT CIP CODE</i> | <i>LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE</i> |
| <b>Industrial Maintenance HVAC I</b>   | <b>C504</b>   | <b>19.5</b>  | <b>470201</b>           | <b>Residential HVAC C506</b>   |
| Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential. |   |  |                         |  |
| <p><b>Program Objectives</b><br/>What are the overarching objectives/goals of the program?</p>   | <p>The Industrial Maintenance HVAC I program will provide students with the skills required to enter the field of heating, ventilation, and air conditioning. Students will be qualified to find jobs as entry-level HVAC technicians.<br/>Installation of new systems and repair to existing HVAC systems for residential and commercial (small business) purposes will be covered.</p> <p>Outcomes:</p> <ol style="list-style-type: none"> <li>1. The student will identify, install, operate, analyze, and adjust components in a residential gas-fired furnace heating system.</li> <li>2. The student will identify, install, operate, analyze, and adjust components in a residential electric resistance furnace heating system.</li> <li>3. The student will identify, install, operate, analyze, and adjust components in a residential air conditioning system with and without the heat pump.</li> <li>4. The student will identify, install, operate, analyze, and adjust components in a commercial refrigeration system.</li> </ol> |  |                         |  |
| <p>To what extent are these objectives being achieved?</p>   | <p>Generally, the outcomes are met:<br/>65.71 completion rate for 2015-2018 and an 83.33 completion rate of the program in 2018<br/>Students are meeting program outcomes by passing end testing. Students take the EPA 608 refrigerant handlers license currently offered, and other work ready exams from HVAC excellence. 44 have taken it since 2015 and only three have not passed 93.2% pass rate.<br/>We have received positive comments from the advisory council and student satisfaction surveys are positive.</p>  |  |                         |  |
| <p><b>Past Program Review Action</b><br/>What action was reported last time the program was reviewed?</p>  | <p>Continue with minor improvements.</p>  |  |                         |  |

**CTE Review Instrument: Program Review/FY 2017-2021**

| <b>CTE PROGRAM REVIEW ANALYSIS</b>   |   |                |  |  |          |                           |   |          |                |   |          |               |   |          |                            |    |  |       |    |                 |  |  |          |                                |   |          |                            |   |          |                          |    |  |       |     |  |                    |             |
|--|---|----------------|--|--|----------|---------------------------|---|----------|----------------|---|----------|---------------|---|----------|----------------------------|----|--|-------|----|-----------------|--|--|----------|--------------------------------|---|----------|----------------------------|---|----------|--------------------------|----|--|-------|-----|--|--------------------|-------------|
| <p>Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p> |   |                |  |  |          |                           |   |          |                |   |          |               |   |          |                            |    |  |       |    |                 |  |  |          |                                |   |          |                            |   |          |                          |    |  |       |     |  |                    |             |
| List all pre-requisites for this program (courses, placement scores, etc.).  | Students must have the appropriate math and reading scores as evaluated through multiple measures assessed by the student services office.  |                |  |  |          |                           |   |          |                |   |          |               |   |          |                            |    |  |       |    |                 |  |  |          |                                |   |          |                            |   |          |                          |    |  |       |     |  |                    |             |
| Please list or attach all required courses (including titles) for completion of this program, including institution required courses (e.g., student success, first year, general education requirements, etc.).  | <table border="0"> <tr> <td colspan="2">First Semester</td> <td></td> </tr> <tr> <td>INM 1220</td> <td>Basic A/C &amp; Refrigeration</td> <td align="right">4</td> </tr> <tr> <td>INM 1221</td> <td>Intro to HVACR</td> <td align="right">2</td> </tr> <tr> <td>INM 1225</td> <td>Basic Heating</td> <td align="right">3</td> </tr> <tr> <td>INM 2210</td> <td>Occupational Safety (OSHA)</td> <td align="right">2V</td> </tr> <tr> <td></td> <td align="right">Total</td> <td align="right">11</td> </tr> <tr> <td colspan="2">Second Semester</td> <td></td> </tr> <tr> <td>INM 2220</td> <td>Advanced A/C Commercial Refrig</td> <td align="right">4</td> </tr> <tr> <td>INM 2225</td> <td>Air Distribution/Load Calc</td> <td align="right">4</td> </tr> <tr> <td>INM 2230</td> <td>Recovery &amp; EPA Tech Cert</td> <td align="right">.5</td> </tr> <tr> <td></td> <td align="right">Total</td> <td align="right">8.5</td> </tr> <tr> <td></td> <td align="right"><b>TOTAL HOURS</b></td> <td align="right"><b>19.5</b></td> </tr> </table> | First Semester |  |  | INM 1220 | Basic A/C & Refrigeration | 4 | INM 1221 | Intro to HVACR | 2 | INM 1225 | Basic Heating | 3 | INM 2210 | Occupational Safety (OSHA) | 2V |  | Total | 11 | Second Semester |  |  | INM 2220 | Advanced A/C Commercial Refrig | 4 | INM 2225 | Air Distribution/Load Calc | 4 | INM 2230 | Recovery & EPA Tech Cert | .5 |  | Total | 8.5 |  | <b>TOTAL HOURS</b> | <b>19.5</b> |
| First Semester   |   |                |  |  |          |                           |   |          |                |   |          |               |   |          |                            |    |  |       |    |                 |  |  |          |                                |   |          |                            |   |          |                          |    |  |       |     |  |                    |             |
| INM 1220   | Basic A/C & Refrigeration   | 4              |  |  |          |                           |   |          |                |   |          |               |   |          |                            |    |  |       |    |                 |  |  |          |                                |   |          |                            |   |          |                          |    |  |       |     |  |                    |             |
| INM 1221   | Intro to HVACR  | 2              |  |  |          |                           |   |          |                |   |          |               |   |          |                            |    |  |       |    |                 |  |  |          |                                |   |          |                            |   |          |                          |    |  |       |     |  |                    |             |
| INM 1225   | Basic Heating   | 3              |  |  |          |                           |   |          |                |   |          |               |   |          |                            |    |  |       |    |                 |  |  |          |                                |   |          |                            |   |          |                          |    |  |       |     |  |                    |             |
| INM 2210   | Occupational Safety (OSHA)  | 2V             |  |  |          |                           |   |          |                |   |          |               |   |          |                            |    |  |       |    |                 |  |  |          |                                |   |          |                            |   |          |                          |    |  |       |     |  |                    |             |
|  | Total   | 11             |  |  |          |                           |   |          |                |   |          |               |   |          |                            |    |  |       |    |                 |  |  |          |                                |   |          |                            |   |          |                          |    |  |       |     |  |                    |             |
| Second Semester  |   |                |  |  |          |                           |   |          |                |   |          |               |   |          |                            |    |  |       |    |                 |  |  |          |                                |   |          |                            |   |          |                          |    |  |       |     |  |                    |             |
| INM 2220   | Advanced A/C Commercial Refrig  | 4              |  |  |          |                           |   |          |                |   |          |               |   |          |                            |    |  |       |    |                 |  |  |          |                                |   |          |                            |   |          |                          |    |  |       |     |  |                    |             |
| INM 2225   | Air Distribution/Load Calc  | 4              |  |  |          |                           |   |          |                |   |          |               |   |          |                            |    |  |       |    |                 |  |  |          |                                |   |          |                            |   |          |                          |    |  |       |     |  |                    |             |
| INM 2230   | Recovery & EPA Tech Cert  | .5             |  |  |          |                           |   |          |                |   |          |               |   |          |                            |    |  |       |    |                 |  |  |          |                                |   |          |                            |   |          |                          |    |  |       |     |  |                    |             |
|  | Total   | 8.5            |  |  |          |                           |   |          |                |   |          |               |   |          |                            |    |  |       |    |                 |  |  |          |                                |   |          |                            |   |          |                          |    |  |       |     |  |                    |             |
|  | <b>TOTAL HOURS</b>  | <b>19.5</b>    |  |  |          |                           |   |          |                |   |          |               |   |          |                            |    |  |       |    |                 |  |  |          |                                |   |          |                            |   |          |                          |    |  |       |     |  |                    |             |
| Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.   | N/A   |                |  |  |          |                           |   |          |                |   |          |               |   |          |                            |    |  |       |    |                 |  |  |          |                                |   |          |                            |   |          |                          |    |  |       |     |  |                    |             |
| <b>INDICATOR 1: NEED</b>   | <b>RESPONSE</b>   |                |  |  |          |                           |   |          |                |   |          |               |   |          |                            |    |  |       |    |                 |  |  |          |                                |   |          |                            |   |          |                          |    |  |       |     |  |                    |             |
| 1.1 How strong is the occupational demand for the program?   | Employment of heating, air conditioning, and refrigeration mechanics and installers is projected to grow 15 percent from 2016 to 2026, much faster than the average for all occupations.  |                |  |  |          |                           |   |          |                |   |          |               |   |          |                            |    |  |       |    |                 |  |  |          |                                |   |          |                            |   |          |                          |    |  |       |     |  |                    |             |
| 1.2 How has demand changed in the past five years, and what is the outlook for the next five years?  | Demand has grown, and the outlook is that it will continue to grow (US Dept. of Labor Stats, O-Net).  |                |  |  |          |                           |   |          |                |   |          |               |   |          |                            |    |  |       |    |                 |  |  |          |                                |   |          |                            |   |          |                          |    |  |       |     |  |                    |             |
| 1.3 What is the district and/or regional need?   | The state of Illinois shows a projected job need of 7030 jobs for HVAC repair service personnel. A +13 percent increase, much higher than national averages. Regional need shows the same percentage but with slightly lower average salaries of 13.5 an hour compared to 16.5 state average (O-net)  |                |  |  |          |                           |   |          |                |   |          |               |   |          |                            |    |  |       |    |                 |  |  |          |                                |   |          |                            |   |          |                          |    |  |       |     |  |                    |             |
| 1.4 How are students recruited for this program?   | The lead instructor, college recruiter, and district staff schedule high school visits to promote the program. OCC regularly markets CTE programs through appropriate channels. Advertisements, suggestions from local high school trades teachers, local HVAC companies looking for additional training for employees.   |                |  |  |          |                           |   |          |                |   |          |               |   |          |                            |    |  |       |    |                 |  |  |          |                                |   |          |                            |   |          |                          |    |  |       |     |  |                    |             |
| 1.5 Where are students recruited from?   | Local high schools, GED completers, local and regional populations.   |                |  |  |          |                           |   |          |                |   |          |               |   |          |                            |    |  |       |    |                 |  |  |          |                                |   |          |                            |   |          |                          |    |  |       |     |  |                    |             |
| 1.6 Did the review of program need result in actions or modifications? Please explain.   | As demand for the program increases, the college should consider increasing marketing of this program to meet market demand.  |                |  |  |          |                           |   |          |                |   |          |               |   |          |                            |    |  |       |    |                 |  |  |          |                                |   |          |                            |   |          |                          |    |  |       |     |  |                    |             |

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| <b>INDICATOR 2:<br/>COST EFFECTIVENESS</b>   | <b>RESPONSE</b>  |      |          |              |          |
|--|--|------|----------|--------------|----------|
| 2.1 What are the costs associated with this program?   | <p>\$73,097 cost of instruction and supplies for all industrial maintenance programs (C501, C502, C503, C504, C506)<br/>                     C501: Spring N/A, Fall 2018 - 2 FTE<br/>                     C502<br/>                     C503<br/>                     C504: Spring 2019 - 52 FTE, Fall 2018 - 101.5 FTE<br/>                     C506<br/>                     D500: Spring 2019 - 255 FTE, Fall 2018 - 273.5 FTE<br/>                     684 FTE total for all industrial maintenance programs at OCC.</p> <p>\$106.86 unit cost for industrial maintenance at OCC 2019.<br/>                     The alternative unit cost of \$197.53 calculated by CFO for INM.</p>                 |      |          |              |          |
| 2.2 How do costs compare to other programs on campus?  | <p>Cost is lower than other programs at IECC.</p> <table border="0"> <tr> <td>HVAC</td> <td align="right">\$106.86</td> </tr> <tr> <td>CTE programs</td> <td align="right">\$194.90</td> </tr> </table>  | HVAC | \$106.86 | CTE programs | \$194.90 |
| HVAC   | \$106.86   |      |          |              |          |
| CTE programs   | \$194.90   |      |          |              |          |
| 2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?  | <p>Tuition, fees, local taxes, state revenue, Perkins grants, and other grants (less than 1%).</p>   |      |          |              |          |
| 2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain. | <p>N/A</p>   |      |          |              |          |
| 2.5 Did the review of program cost result in any actions or modifications? Please explain.   | <p>None at this time.</p>  |      |          |              |          |
| <b>INDICATOR 3: QUALITY</b>  | <b>RESPONSE</b>  |      |          |              |          |
| 3.1 What are the program's strengths?  | <p>Industry-based Welder Performance Qualification Tests (WPQ) sometimes referred to as Welder Certification Tests. The students in the OCC Welding Program complete the same test in the OCC welding shop that will be conducted for employment. When a student leaves the program with multiple WPQ's, this shows the employer that student can pass an industry-specific welding test. This has been one of the more popular aspects of the program for companies.</p> <p>Faculty is a Certified Welding Inspector and Certified Welding Educator. Also, the faculty for the program works in the summer months for contractors to keep up to date on industry changes and new welding processes.</p> |      |          |              |          |
| 3.2 What are the identified or potential weaknesses of the program?  | <p>The physical building, equipment, and competition from established schools. Could use expanded classes/topics added to the certificate. Not everything that could be covered is within the 20 credit hours.</p>   |      |          |              |          |



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| 3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?  | Traditional, hybrid, and fully online delivery.  |
| 3.4 How does this program fit into a career pathway?  | Integrates with the IMT program leading to an A.A.S. degree, provides entry-level knowledge and skills to the HVAC field.  |
| 3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?  | Six-month certificate from June to December. Implemented HVAC simulators from Cengage to bolster the hybrid content.   |
| 3.6 Are there dual credit opportunities? If so, please list offerings and the associated high schools.  | Yes, dual credit is available through local high school. The college will explore expanding dual credit opportunities to other local high schools.   |
| 3.7 What work-based learning opportunities are available and integrated into the curriculum?  | Maintain and repair several HVAC units on campus as time permits.  |
| 3.8 Is industry accreditation required for this program (e.g., nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g., automotive technology, NATEF). | None currently.  |
| 3.9 Are industry-recognized credentials offered? If so, please list.  | EPA 608 refrigerant handlers' license currently offered. I would like to add other work ready exams from HVAC excellence and possibly NATE.  |
| 3.10 Is this an apprenticeship program? If so, please elaborate.  | N/A  |
| 3.11 If applicable, please list the licensure examination pass rate.  | Forty-four have taken it since 2015, and only three have not passed for a 93.2% pass rate.   |
| 3.12 What current articulation or cooperative agreements/initiatives are in place for this program?   | None at this time.   |
| 3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?  | Multiple partnerships have been developed with local business for internships, job placement, field trips, and partnerships in work study. Including North American Lighting and MAC plastics for example. |
| 3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.  | Average of 12:1  |

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| <p>3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program?</p>                    | <p>The instructor has a yearly budget allocated for professional development; all faculty have access to online professional development. Perkins offers opportunities for additional professional development funding. Two seminars a year offered on campus, one district-wide workshop day for professional development and one local on-campus training day for OCC.</p>  |
| <p>3.16 What is the status of the current technology and equipment used for this program?</p>   | <p>Computers are updated on a five-year cycle. Alternative technology is replaced as needed through Perkins allocations.</p>  |
| <p>3.17 What assessment methods are used to ensure student success?</p>   | <p>Pre- and Post-test evaluations of skills and content. Qualitative and quantitative forms of assessment are utilized.</p>   |
| <p>3.18 How satisfied are students with their preparation for employment?</p>   | <p>100% of students surveyed are satisfied with their preparation for employment.</p>   |
| <p>3.19 How is student satisfaction information collected?</p>  | <p>Student survey and exit interviews at the end of each term, IECC administers an end-of-course survey to students to collect data, both quantitative and qualitative, to provide instructors and administrators insights and perspectives into the teaching and learning environment. After each term, the data is made available to faculty inside of Campus Labs' Faculty module. Reports are only made available from sections that have met the desired participation threshold to protect student anonymity.</p> |
| <p>3.20 How are employers engaged in this program? (e.g., curriculum design, review, placement, work-based learning opportunities)</p>                              | <p>Employers are engaged through the advisory council, consultations, job placements, and work-based learning opportunities.</p>  |
| <p>3.21 How often does the program advisory committee meet?</p>   | <p>Once a year.</p>   |
| <p>3.22 How satisfied are employers in the preparation of the program's graduates?</p>  | <p>Generally, employers are satisfied.</p>  |
| <p>3.23 How is employer satisfaction information collected?</p>   | <p>Informal interviews, surveys, and relationship building between the instructor and the employer. We have continued and growing relationships with local shops and employers.</p>   |
| <p>3.24 Did the review of program quality result in any actions or modifications? Please explain.</p>   | <p>We are looking at changing the computers allocations and may decrease the number of computers and incorporate a few Mac computers to accommodate appropriate software. The program needs to improve collection of learning outcome data for further review.</p>  |
| <p>List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.</p> |   |



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The physical building has limitations, it is old and far from the main campus. We have heard student complaints about the building.

| <b>DATA ANALYSIS FOR CTE PROGRAM REVIEW</b>  |  |                          |                          |                          |                          |
|--|--|--------------------------|--------------------------|--------------------------|--------------------------|
| Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5-year longitudinal data available. |  |                          |                          |                          |                          |
| <i>CTE PROGRAM</i>   | <b>C504 Industrial Maintenance HVAC I</b>  |                          |                          |                          |                          |
| <i>CIP CODE</i>  | <b>470201</b>  |                          |                          |                          |                          |
|  | <i>YEAR 1<br/>(2015)</i>   | <i>YEAR 2<br/>(2016)</i> | <i>YEAR 3<br/>(2017)</i> | <i>YEAR 4<br/>(2018)</i> | <i>YEAR 5<br/>(2019)</i> |
| <i>NUMBER OF STUDENTS ENROLLED</i>   | N/A  | 6                        | 15                       | 23                       | 11                       |
| <i>NUMBER OF COMPLETERS</i>  | N/A  | 3                        | 10                       | 17                       | N/A                      |
| <i>OTHER (PLEASE IDENTIFY)</i>   | N/A  |                          |                          |                          |                          |
| How does the data support the program goals? Elaborate.  | Data shows a steady increase in enrollment for HVAC.   |                          |                          |                          |                          |
| What disaggregated data was reviewed?  | Gender, Ethnicity, Legacy education background, Student types (first time, returning, transfer students).  |                          |                          |                          |                          |
| Were there gaps in the data? Please explain.   | A gap in gender and ethnicity. 90 percent male population and 100 white/Caucasian  |                          |                          |                          |                          |
| What is the college doing to overcome any identifiable gaps?   | The college is working with the office of the OCCRL at the UIUC to overcome diversity and equity gaps in CTE programming. This includes focused marketing, professional development training, and fostering relationships with local high schools for greater placement. |                          |                          |                          |                          |
| Are the students served in this program representative of the total student population? Please explain.  | No, see above.   |                          |                          |                          |                          |
| Are the students served in this program representative of the district population? Please explain.   | No, see above.   |                          |                          |                          |                          |
| <b>REVIEW RESULTS</b>  |  |                          |                          |                          |                          |
| <b>Action</b>  | <input checked="" type="checkbox"/> Continued with Minor Improvements<br><input type="checkbox"/> Significantly Modified   |                          |                          |                          |                          |

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|  |  |
|--|--|
|  | <input type="checkbox"/> Placed on Inactive Status<br><input type="checkbox"/> Discontinued/Eliminated<br><input type="checkbox"/> Other (please specify)  |
| <b>Summary Rationale</b><br>Please provide a brief rationale for the chosen action.  | HVAC is a growing and active program that trains students for employment skills and places students in good paying jobs. Overall this program adds value to the college and strengthens the community. |
| <b>Intended Action Steps</b><br>What are the action steps resulting from this review? Please detail a timeline and/or dates for each step. | Improve marketing for the program – particularly in response to underrepresented groups, improve the facilities as pertinent, update equipment as needed.  |

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| <b><i>Career &amp; Technical Education</i></b>  |                |   |                  |   |
|---|----------------|---|------------------|---|
| COLLEGE NAME:   |                | Illinois Eastern Community Colleges<br>Wabash Valley College  |                  |   |
| FISCAL YEAR IN REVIEW:  |                | 2019  |                  |   |
| <b><i>PROGRAM IDENTIFICATION INFORMATION</i></b>  |                |   |                  |   |
| PROGRAM TITLE   | DEGREE OR CERT | TOTAL CREDIT HOURS  | 6-DIGIT CIP CODE | LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE |
| <b>Gunsmithing</b>  | <b>D572</b>    | <b>63</b>   | <b>480501</b>    | <b>C573</b>   |
| Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.  |                |   |                  |   |
| <b>Program Objectives</b><br>What are the overarching objectives/goals of the program?  |                | <p>Gunsmithing Degree D572 program objectives are:</p> <ol style="list-style-type: none"> <li>1. Through lecture and demonstration along with hands-on training, students will prove the ability to work safely and legally in a firearms shop environment at a 98% rate.</li> <li>2. Students will demonstrate the ability to choose proper tools and retrieve information to repair firearms successfully.</li> <li>3. Students will show the ability to use a variety of equipment commonly used in a firearms shop.</li> <li>4. Students will demonstrate the ability to communicate with clients, co-workers, and employers-employees.</li> </ol> <p>Gunsmithing Certificate C573 program objectives are:</p> <ol style="list-style-type: none"> <li>1. Students will demonstrate the ability to choose proper tools and retrieve information to repair firearms successfully.</li> <li>2. Through lecture and demonstration along with hands-on training, students will prove the ability to work safely and legally in a firearms shop environment at a 98% rate.</li> </ol> |                  |   |
| To what extent are these objectives being achieved?   |                | The curriculum is strong but falling student enrollment hampers the objectives of the program.  |                  |   |
| <b>Past Program Review Action</b><br>What action was reported last time the program was reviewed?   |                | Continued with minor improvements. The steady increase of students has put a strain on the equipment used for the program. Additional equipment purchases are detailed in this review to improve student outcomes.  |                  |   |
| <b><i>CTE PROGRAM REVIEW ANALYSIS</i></b>   |                |   |                  |   |
| Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided. |                |   |                  |   |

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|  |   |          |               |          |                |          |                         |          |                 |          |                |          |                  |          |                      |          |                    |          |                                |          |   |  |                   |  |                                      |  |                                   |  |  |  |                     |
|--|---|----------|---------------|----------|----------------|----------|-------------------------|----------|-----------------|----------|----------------|----------|------------------|----------|----------------------|----------|--------------------|----------|--------------------------------|----------|---|--|-------------------|--|--------------------------------------|--|-----------------------------------|--|--|--|---------------------|
| <p>List all pre-requisites for this program (courses, placement scores, etc.).</p>   | <p>Students are required to meet the following requirements to enroll in the certificate program:</p> <ol style="list-style-type: none"> <li>1. Three years (units) of English emphasizing writing, oral communication, and literature</li> <li>2. Two years (units) of mathematics</li> <li>3. Reading, including the ability to read and comprehend at a level appropriate for college study</li> <li>4. One year (unit) of science.</li> </ol> <p>Illinois Eastern Community Colleges recognizes that student success in college course work is directly related to appropriate course placement. Therefore, IECC uses multiple measures to determine student placement in college-level courses and admission to a degree or certificate program. The colleges administer ACCUPLACER for course placement and admission into select degree and certificate programs.</p> <p>Multiple measures for placement includes analysis of:</p> <ol style="list-style-type: none"> <li>1. Nationally standardized test scores such as ACT, SAT, ACCUPLACER, ASSET, COMPASS, PARCC, etc.</li> <li>2. Analysis of high school or college transcripts including course work completed and grade point average; and remedial and/or previous college course work completed</li> </ol> <p>If 1 and 2 are not available or do not meet the course placement requirements, additional placement testing may be required.</p> <p>Prior to enrollment in this program, background checks are required. Valid FOID cards are also required for Illinois residents only.</p> |          |               |          |                |          |                         |          |                 |          |                |          |                  |          |                      |          |                    |          |                                |          |   |  |                   |  |                                      |  |                                   |  |  |  |                     |
| <p>Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).</p> | <table border="0"> <tr><td>GNS 1201</td><td>Gunsmithing I</td></tr> <tr><td>GNS 1202</td><td>Gunsmithing II</td></tr> <tr><td>GNS 1206</td><td>Model 1911 Pistol Build</td></tr> <tr><td>GNS 2201</td><td>Gunsmithing III</td></tr> <tr><td>GNS 2202</td><td>Gunsmithing IV</td></tr> <tr><td>GNS 2205</td><td>AR15 Rifle Build</td></tr> <tr><td>GNS 2206</td><td>Alternative Finishes</td></tr> <tr><td>EDU 1108</td><td>Standard First Aid</td></tr> <tr><td>GEN 2297</td><td>Employment Skills<sup>1</sup></td></tr> <tr><td>SPE 1101</td><td>Fundamentals of Effective Speaking<sup>1</sup></td></tr> <tr><td></td><td>Business Elective</td></tr> <tr><td></td><td>English Gen Ed Elective<sup>1</sup></td></tr> <tr><td></td><td>Math Gen Ed Elective<sup>1</sup></td></tr> <tr><td></td><td>Social Science Gen Ed Elective<sup>1*</sup></td></tr> <tr><td></td><td>Technical Electives</td></tr> </table> <p><sup>1</sup>General Education Hours (15)<br/> <sup>*</sup>Course must meet the IECC human diversity requirement.</p>   | GNS 1201 | Gunsmithing I | GNS 1202 | Gunsmithing II | GNS 1206 | Model 1911 Pistol Build | GNS 2201 | Gunsmithing III | GNS 2202 | Gunsmithing IV | GNS 2205 | AR15 Rifle Build | GNS 2206 | Alternative Finishes | EDU 1108 | Standard First Aid | GEN 2297 | Employment Skills <sup>1</sup> | SPE 1101 | Fundamentals of Effective Speaking <sup>1</sup> |  | Business Elective |  | English Gen Ed Elective <sup>1</sup> |  | Math Gen Ed Elective <sup>1</sup> |  | Social Science Gen Ed Elective <sup>1*</sup> |  | Technical Electives |
| GNS 1201   | Gunsmithing I   |          |               |          |                |          |                         |          |                 |          |                |          |                  |          |                      |          |                    |          |                                |          |   |  |                   |  |                                      |  |                                   |  |  |  |                     |
| GNS 1202   | Gunsmithing II  |          |               |          |                |          |                         |          |                 |          |                |          |                  |          |                      |          |                    |          |                                |          |   |  |                   |  |                                      |  |                                   |  |  |  |                     |
| GNS 1206   | Model 1911 Pistol Build   |          |               |          |                |          |                         |          |                 |          |                |          |                  |          |                      |          |                    |          |                                |          |   |  |                   |  |                                      |  |                                   |  |  |  |                     |
| GNS 2201   | Gunsmithing III   |          |               |          |                |          |                         |          |                 |          |                |          |                  |          |                      |          |                    |          |                                |          |   |  |                   |  |                                      |  |                                   |  |  |  |                     |
| GNS 2202   | Gunsmithing IV  |          |               |          |                |          |                         |          |                 |          |                |          |                  |          |                      |          |                    |          |                                |          |   |  |                   |  |                                      |  |                                   |  |  |  |                     |
| GNS 2205   | AR15 Rifle Build  |          |               |          |                |          |                         |          |                 |          |                |          |                  |          |                      |          |                    |          |                                |          |   |  |                   |  |                                      |  |                                   |  |  |  |                     |
| GNS 2206   | Alternative Finishes  |          |               |          |                |          |                         |          |                 |          |                |          |                  |          |                      |          |                    |          |                                |          |   |  |                   |  |                                      |  |                                   |  |  |  |                     |
| EDU 1108   | Standard First Aid  |          |               |          |                |          |                         |          |                 |          |                |          |                  |          |                      |          |                    |          |                                |          |   |  |                   |  |                                      |  |                                   |  |  |  |                     |
| GEN 2297   | Employment Skills <sup>1</sup>  |          |               |          |                |          |                         |          |                 |          |                |          |                  |          |                      |          |                    |          |                                |          |   |  |                   |  |                                      |  |                                   |  |  |  |                     |
| SPE 1101   | Fundamentals of Effective Speaking <sup>1</sup>   |          |               |          |                |          |                         |          |                 |          |                |          |                  |          |                      |          |                    |          |                                |          |   |  |                   |  |                                      |  |                                   |  |  |  |                     |
|  | Business Elective   |          |               |          |                |          |                         |          |                 |          |                |          |                  |          |                      |          |                    |          |                                |          |   |  |                   |  |                                      |  |                                   |  |  |  |                     |
|  | English Gen Ed Elective <sup>1</sup>  |          |               |          |                |          |                         |          |                 |          |                |          |                  |          |                      |          |                    |          |                                |          |   |  |                   |  |                                      |  |                                   |  |  |  |                     |
|  | Math Gen Ed Elective <sup>1</sup>   |          |               |          |                |          |                         |          |                 |          |                |          |                  |          |                      |          |                    |          |                                |          |   |  |                   |  |                                      |  |                                   |  |  |  |                     |
|  | Social Science Gen Ed Elective <sup>1*</sup>  |          |               |          |                |          |                         |          |                 |          |                |          |                  |          |                      |          |                    |          |                                |          |   |  |                   |  |                                      |  |                                   |  |  |  |                     |
|  | Technical Electives   |          |               |          |                |          |                         |          |                 |          |                |          |                  |          |                      |          |                    |          |                                |          |   |  |                   |  |                                      |  |                                   |  |  |  |                     |

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| <p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p> | <p>Students are required to take 63 total hours to complete the program. The program contains 15 general education hours, 6 business discipline hours, and 2 hours of safety related coursework.</p>  |
| <p><b><i>INDICATOR 1: NEED</i></b></p>  | <p><b><i>RESPONSE</i></b></p>   |
| <p>1.1 How strong is the occupational demand for the program?</p>   | <p>There is strong demand for precision machining in our area. Graduates are in short supply and often have offers from multiple organizations before they complete the program. Several organizations have collaborated with WVC to provide training for workers in manufacturing and we are exploring, expanding and accelerating our credential offerings. Overall employment of machinists and tool and die makers is projected to show little or no change from 2016 to 2026. Job opportunities for these workers should be good because of the number of job openings arising each year from the need to replace workers who retire or leave the occupation.</p> <p>The Location Quotient of Machinists in Illinois is 1.95 with an hourly mean wage of \$19.88 per hour. With the addition of new equipment, WVC has the capacity to expand enrollment and shorten the time to a new career.</p> |
| <p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p>       | <p>Demand of machinists has been steady for the past five years. Wabash Valley College is adjacent to southwestern Indiana (Evansville) and it has a heavy manufacturing presence. Indiana manufacturers within 35 miles of Wabash Valley College include Automobile, Plastics, and Fabrication and hold permanent open positions for machinists. Annual employment of replacement workers in manufacturing positions looks favorable with the retirement of workers in the manufacturing field.</p>  |
| <p>1.3 What is the district and/or regional need?</p>   | <p>Very low in the immediate area for gunsmithing jobs but many new jobs over the next 3 years in machining.</p>  |
| <p>1.4 How are students recruited for this program?</p>   | <p>The Gunsmithing program recruitment is mostly word-of-mouth and local advertising but instructors recruit when appropriate.</p>  |
| <p>1.5 Where are students recruited from?</p>   | <p>Military veterans and local gun enthusiasts provide the bulk of the program census.</p>  |

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| <p>1.6 Did the review of program need result in actions or modifications? Please explain.</p>   | <p>Yes, instructors in the Gunsmithing program have students machine their own projects and have assessed the need of a lathe (quotes at \$6997.49) to update the lab, curriculum, and their projects.</p> <p>Students will engage in lab activities related to the properties of machined metal by applying and using the lathe skills acquired under the supervision of their instructor. This will improve the program content and strengthen the career and technical skills of the students in the program.</p> <p>Will consider marketing to military outside of the region such as pursuing the Military Friendly designation, etc.</p> <p>Will consider creating a precision machining track within the program in order to add enrollment and respond to local industry needs.</p> |
| <p><b>INDICATOR 2:<br/>COST EFFECTIVENESS</b></p>   | <p align="center"><b>RESPONSE</b></p>   |
| <p>2.1 What are the costs associated with this program?</p>   | <p>The average costs for Gunsmithing is \$98.30 per unit in FY18. The average costs for these types of programs at IECC is \$194.90. Costs include instructor’s salaries, instructional supplies, college overhead, and professional development fees and dues.</p>   |
| <p>2.2 How do costs compare to other programs on campus?</p>  | <p>The program is more efficient than other programs of comparable size because of optimum section size due to sustainable enrollment.</p>  |
| <p>2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?</p>  | <p>This program is funded by credit hour reimbursement, tuition, and district reserves. Special laboratory fees are also applied to certain courses to supplement tuition.</p>  |
| <p>2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.</p> | <p>NA</p>   |
| <p>2.5 Did the review of program cost result in any actions or modifications? Please explain.</p>   | <p>Because of the program’s relatively low unit costs, no actions are planned to reduce costs further.</p>  |
| <p><b>INDICATOR 3: QUALITY</b></p>  | <p align="center"><b>RESPONSE</b></p>   |
| <p>3.1 What are the program’s strengths?</p>  | <p>The Gunsmithing program draws students from a wide area that are interested in firearms and trains them in precision machining and metalwork. The Gunsmithing Degree requires precision machining skills and the completion and assessment of an Employment Skills course that prepares students for job interviews, job placement, and employment using both verbal and written communication skills.</p>   |

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| 3.2 What are the identified or potential weaknesses of the program?   | Low participation of women and minorities in the program limits students' exposure to human diversity and cultural opportunities.  |
| 3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?  | Face-to-face with limited hybrid and online courses available. Most of the core courses are taught by local faculty face-to-face.  |
| 3.4 How does this program fit into a career pathway?  | Both the parent program and the certificate are in the Manufacturing Career Cluster. The degree and certificate falls mainly in the Production Career Pathway (Machinist).                                       |
| 3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?  | Project based laboratory exercises provide students the opportunity to perform in a simulated workplace environment.   |
| 3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.   | No, and we do not intend to offer this program as dual credit.   |
| 3.7 What work-based learning opportunities are available and integrated into the curriculum?  | While there are no formal work-based learning opportunities such as internships or apprenticeships, there are an abundance of lab hours with 240 required hours and up to 325 with technical electives included. |
| 3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF). | NA   |
| 3.9 Are industry-recognized credentials offered? If so, please list.  | NA   |
| 3.10 Is this an apprenticeship program? If so, please elaborate.  | NA   |
| 3.11 If applicable, please list the licensure examination pass rate.  | NA   |
| 3.12 What current articulation or cooperative agreements/initiatives are in place for this program?   | NA   |
| 3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?  | NA   |



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| <p>3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.</p>                                | <p>The section size is limited to 12 students and the program accepts 24 students yearly. One full-time instructor teaches the majority of the 12 student sections with adjunct instructors teaching sections as needed.</p>  |
| <p>3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?</p> | <p>Each semester, the college offers online instructor training, on-site workshops and professional development days, and funding for instructor-initiated memberships and conference attendance.</p>   |
| <p>3.16 What is the status of the current technology and equipment used for this program?</p>  | <p>Instructors of the program have identified equipment such as milling machines, lathes, and other machining and metal finishing equipment for program improvement. WVC purchased two milling machines, a lathe, digital displays, and a finishing oven to update the lab equipment.</p>   |
| <p>3.17 What assessment methods are used to ensure student success?</p>  | <p>Course outcomes are aligned with program outcomes. Rubrics are used to assess outcomes throughout.</p>   |
| <p>3.18 How satisfied are students with their preparation for employment?</p>  | <p>According to the 2018 IECC Student Satisfaction Survey, Gunsmithing students were 100% satisfied or very satisfied with quality of instruction and 100% would recommend the college to others. 100% of students surveyed were satisfied with their preparation for employment.</p>   |
| <p>3.19 How is student satisfaction information collected?</p>   | <p>A comprehensive student satisfaction survey is completed by students annually as well as a course survey that is administered at the end of every course. Before graduation, a program survey is completed by graduating students. Six months after graduation, an employment survey is sent to each program graduate.</p>                             |
| <p>3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)</p>            | <p>Advisory committees and employers are called upon to review new curriculum, provide internship and employment opportunities and subject matter expertise in each CTE field. Enrollment, completion data, labor market trends, and program specific advisory councils are utilized to maintain program viability and need within the IECC District.</p> |
| <p>3.21 How often does the program advisory committee meet?</p>  | <p>The advisory committee meets at least once each year.</p>  |
| <p>3.22 How satisfied are employers in the preparation of the program's graduates?</p>   | <p>Employers express satisfaction with the preparation of graduates from the program. Each year, several firearm manufacturers send guest speakers and or subject matter experts (Ex. Brownell's, CZ,) to recruit graduates of the program.</p>   |
| <p>3.23 How is employer satisfaction information collected?</p>  | <p>Employer satisfaction is collected formally via paper and online surveys and by informal polling.</p>  |



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| 3.24 Did the review of program quality result in any actions or modifications? Please explain. | Yes. After a review of program outcomes, an update has been initiated to align with the changing career pathway. In addition to updating the curriculum and program goals, equipment purchases have and will allow for improvements to student outcomes. WVC purchased two milling machines, a lathe, digital displays, and a finishing oven to update the lab equipment. |
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| <p><b><i>DATA ANALYSIS FOR CTE PROGRAM REVIEW</i></b></p> <p>Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.</p> |  |  |  |  |  |
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| CTE PROGRAM  | <b>D572 Gunsmithing</b>  |        |        |        |        |
| CIP CODE   | <b>480501</b>  |        |        |        |        |
|  | YEAR 1   | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 |
| NUMBER OF STUDENTS ENROLLED                                  | 17   | 27     | 23     | 7      | 10     |
| NUMBER OF COMPLETERS   | 5  | 15     | 13     | 5      | NA     |
| OTHER (PLEASE IDENTIFY)                                      |  |        |        |        |        |
| CTE PROGRAM  | <b>C573 Gunsmithing Certificate</b>  |        |        |        |        |
| CIP CODE   | <b>480501</b>  |        |        |        |        |
|  | YEAR 1   | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 |
| NUMBER OF STUDENTS ENROLLED                                  | 19   | 16     | 9      | 15     | 6      |
| NUMBER OF COMPLETERS   | 19   | 11     | 9      | 14     | NA     |
| OTHER (PLEASE IDENTIFY)                                      |  |        |        |        |        |
| How does the data support the program goals? Elaborate.      | Student success and employment after graduation indicates a highly successful program. The program has a respectable 76.32% completion rate with certificate completers at 82.81%. |        |        |        |        |
| What disaggregated data was reviewed?                        | The completion, retention, and enrollment data was disaggregated by minority, female, disabled, and first-generation students.   |        |        |        |        |
| Were there gaps in the data? Please explain.                 | Yes. Low participation of women and minorities in the program limits students' exposure to human diversity and other culturally rich opportunities.                                |        |        |        |        |
| What is the college doing to overcome any identifiable gaps? | Increase efforts to enroll minority, female, disabled, or first-generation students and add a human diversity component to the curriculum.   |        |        |        |        |

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| <p>Are the students served in this program representative of the total student population? Please explain.</p>                                      | <p>No, the program draws mostly male students but a renewed effort to market the program to out-of-workforce individual and low-income students is planned. We also plan to feature women and minorities in future marketing materials for under-represented fields.</p>   |
| <p>Are the students served in this program representative of the district population? Please explain.</p>   | <p>No, the program draws mostly male students but a renewed effort to market the program to out-of-workforce individual and low-income students is planned. We also plan to feature women and minorities in future marketing materials for under-represented fields.</p>   |
| <p><b><i>REVIEW RESULTS</i></b></p>   |  |
| <p><b>Action</b></p>  | <p><input checked="" type="checkbox"/> Continued with Minor Improvements<br/> <input type="checkbox"/> Significantly Modified<br/> <input type="checkbox"/> Placed on Inactive Status<br/> <input type="checkbox"/> Discontinued/Eliminated<br/> <input type="checkbox"/> Other (please specify)</p>                                       |
| <p><b>Summary Rationale</b><br/> Please provide a brief rationale for the chosen action.</p>  | <p>Gunsmithing is a strong program with outstanding students and instructors. Graduates study valuable manufacturing skills in precision machining, metal fabrication, and workshop safety. Actions taken should focus on enrollment and marketing of the program to low-income, female, and minority populations within the district.</p> |
| <p><b>Intended Action Steps</b><br/> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p> | <p>December 2018: Purchase metal finishing oven, vacuum forming machine, and construct sound barrier for air compressor.<br/> February 2019: Add human diversity course.<br/> March 2019: Update courses/ Inactivate unused courses.<br/> May 2019: Purchase lathe.</p>  |

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| <b><i>Career &amp; Technical Education</i></b>  |                |  |                  |   |
|---|----------------|--|------------------|---|
| COLLEGE NAME:   |                | Illinois Eastern Community Colleges<br>Wabash Valley College |                  |   |
| FISCAL YEAR IN REVIEW:  |                | 2019   |                  |   |
| <b><i>PROGRAM IDENTIFICATION INFORMATION</i></b>  |                |  |                  |   |
| PROGRAM TITLE   | DEGREE OR CERT | TOTAL CREDIT HOURS   | 6-DIGIT CIP CODE | LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE |
| <b>Advanced Machining</b>   | <b>C557</b>    | <b>12</b>  | <b>480503</b>    |   |
| Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.  |                |  |                  |   |
| <b>Program Objectives</b><br>What are the overarching objectives/goals of the program?  |                | Program recommended to be placed on inactive status          |                  |   |
| To what extent are these objectives being achieved?   |                | N/A  |                  |   |
| <b>Past Program Review Action</b><br>What action was reported last time the program was reviewed?   |                | Continued with minor improvements.                           |                  |   |
| <b><i>CTE PROGRAM REVIEW ANALYSIS</i></b>   |                |  |                  |   |
| Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided. |                |  |                  |   |
| List all pre-requisites for this program (courses, placement scores, etc.).   |                | N/A  |                  |   |
| Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).   |                | N/A  |                  |   |
| Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.   |                | N/A  |                  |   |
| <b>INDICATOR 1: NEED</b>  |                | <b>RESPONSE</b>  |                  |   |

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| 1.1 How strong is the occupational demand for the program?   | N/A             |
| 1.2 How has demand changed in the past five years and what is the outlook for the next five years?   | N/A             |
| 1.3 What is the district and/or regional need?   | N/A             |
| 1.4 How are students recruited for this program?   | N/A             |
| 1.5 Where are students recruited from?   | N/A             |
| 1.6 Did the review of program need result in actions or modifications? Please explain.   | N/A             |
| <b>INDICATOR 2:<br/>COST EFFECTIVENESS</b>   | <b>RESPONSE</b> |
| 2.1 What are the costs associated with this program?   | N/A             |
| 2.2 How do costs compare to other programs on campus?  | N/A             |
| 2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?  | N/A             |
| 2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain. | N/A             |
| 2.5 Did the review of program cost result in any actions or modifications? Please explain.   | N/A             |
| <b>INDICATOR 3: QUALITY</b>  | <b>RESPONSE</b> |
| 3.1 What are the program's strengths?  | N/A             |
| 3.2 What are the identified or potential weaknesses of the program?  | N/A             |
| 3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?   | N/A             |

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| 3.4 How does this program fit into a career pathway?  | N/A |
| 3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?  | N/A |
| 3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.   | N/A |
| 3.7 What work-based learning opportunities are available and integrated into the curriculum?  | N/A |
| 3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF). | N/A |
| 3.9 Are industry-recognized credentials offered? If so, please list.  | N/A |
| 3.10 Is this an apprenticeship program? If so, please elaborate.  | N/A |
| 3.11 If applicable, please list the licensure examination pass rate.  | N/A |
| 3.12 What current articulation or cooperative agreements/initiatives are in place for this program?   | N/A |
| 3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?  | N/A |
| 3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.  | N/A |
| 3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?   | N/A |

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| 3.16 What is the status of the current technology and equipment used for this program?   | N/A |
| 3.17 What assessment methods are used to ensure student success?   | N/A |
| 3.18 How satisfied are students with their preparation for employment?   | N/A |
| 3.19 How is student satisfaction information collected?  | N/A |
| 3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities) | N/A |
| 3.21 How often does the program advisory committee meet?   | N/A |
| 3.22 How satisfied are employers in the preparation of the program's graduates?  | N/A |
| 3.23 How is employer satisfaction information collected?   | N/A |
| 3.24 Did the review of program quality result in any actions or modifications? Please explain.                                 | N/A |

***DATA ANALYSIS FOR CTE PROGRAM REVIEW***

Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.

|                             |                         |        |        |        |        |
|-----------------------------|-------------------------|--------|--------|--------|--------|
| CTE PROGRAM                 | C557 Advanced Machining |        |        |        |        |
| CIP CODE                    | 480503                  |        |        |        |        |
|                             | YEAR 1                  | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 |
| NUMBER OF STUDENTS ENROLLED | 0                       | 0      | 0      | 0      | 0      |
| NUMBER OF COMPLETERS        | 0                       | 0      | 0      | 0      | 0      |
| OTHER (PLEASE IDENTIFY)     |                         |        |        |        |        |

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| How does the data support the program goals? Elaborate.  | N/A   |
| What disaggregated data was reviewed?  | N/A   |
| Were there gaps in the data? Please explain.   | N/A   |
| What is the college doing to overcome any identifiable gaps?   | N/A   |
| Are the students served in this program representative of the total student population? Please explain.                                    | N/A   |
| Are the students served in this program representative of the district population? Please explain.   | N/A   |
| <b><i>REVIEW RESULTS</i></b>   |   |
| <b>Action</b>  | <input type="checkbox"/> Continued with Minor Improvements<br><input type="checkbox"/> Significantly Modified<br><input checked="" type="checkbox"/> Placed on Inactive Status<br><input type="checkbox"/> Discontinued/Eliminated<br><input type="checkbox"/> Other (please specify) |
| <b>Summary Rationale</b><br>Please provide a brief rationale for the chosen action.  | Due to low enrollment, this program has been inactivated.   |
| <b>Intended Action Steps</b><br>What are the action steps resulting from this review? Please detail a timeline and/or dates for each step. | Recommend program be placed on inactive status. If demand for program enrollment does not improve, the program will be discontinued.  |

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| <b><i>Career &amp; Technical Education</i></b>   |                |   |                  |   |
|--|----------------|---|------------------|---|
| <i>COLLEGE NAME:</i>   |                | Illinois Eastern Community Colleges<br>Lincoln Trail College  |                  |   |
| <i>FISCAL YEAR IN REVIEW:</i>  |                | 2019  |                  |   |
| <b><i>PROGRAM IDENTIFICATION INFORMATION</i></b>   |                |   |                  |   |
| PROGRAM TITLE  | DEGREE OR CERT | TOTAL CREDIT HOURS  | 6-DIGIT CIP CODE | LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE |
| <b>Welding</b>   | <b>C571</b>    | <b>20</b>   | <b>480508</b>    | <b>N/A</b>  |
| Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential. |                |   |                  |   |
| <b>Program Objectives</b><br>What are the overarching objectives/goals of the program?   |                | Welding program objectives are: <ol style="list-style-type: none"> <li>1. Welding Skills &amp; Knowledge                             <ol style="list-style-type: none"> <li>a. Students will create satisfactory welds;</li> </ol> </li> <li>2. Shop Safety                             <ol style="list-style-type: none"> <li>a. Students will demonstrate shop safety and comply with ANSI 249.1 and OSHA specifications;</li> </ol> </li> <li>3. Reading Technical Documents                             <ol style="list-style-type: none"> <li>a. Students will demonstrate the skills required to read welding blueprints, drawings, and specifications; and</li> </ol> </li> <li>4. Occupational Mathematics &amp; Problem Solving Skills                             <ol style="list-style-type: none"> <li>a. Students will demonstrate the occupational level mathematics and problem solving skills.</li> </ol> </li> </ol>   |                  |   |
| To what extent are these objectives being achieved?  |                | <p>In Fall 2017, Welding assessed students' shop safety practices, its outcome being "students will practice shop safety and comply with ANSI 249.1 and OSHA specifications." All 19 (100%) of students met the expectation that semester.</p> <p>Welding instructors established additional assessment outcomes in Fall 2018 and added those outcomes to CampusLabs, the District's assessment management system, in Spring 2019. The program expects to analyze its first round of assessment results with the new outcomes upon completion of the Spring 2019 semester.</p> <p>Although the instructors have not reported formal assessment results with their new outcomes, they did prepare assessment tools in the form of check sheets. The program requires all students to meet each criteria on the check sheet at an acceptable level before advancing in the program. These check sheets will become part of the formal assessment activities, beginning with the Spring 2019</p> |                  |   |



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|  | semester, and incorporate measures from all four of the new Welding outcomes.  |
| <p><b>Past Program Review Action</b><br/>What action was reported last time the program was reviewed?</p>  | <p>Challenges identified in the 2015 program review included: 1) declining enrollment, 2) high cost of consumables, 3) the need for additional equipment, 4) program retention, and 5) lack of industry-recognized certifications. While some of these challenges continue to affect the program—predominantly declining enrollment, high costs of consumables and instruction, and program retention—the College found solutions to other challenges. For example, the College used Perkins and Program Improvement Grant funds to update Welding equipment and/or purchase additional equipment. Some students choose to enter an accelerated test with a local steamfitter/pipefitter union from Terre Haute, Indiana upon completion of the LTC Certificate program. Anecdotally, those students perform well, indicating quality preparation.</p> |
| <p><b>CTE PROGRAM REVIEW ANALYSIS</b></p> <p>Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p> |  |
| <p>List all pre-requisites for this program (courses, placement scores, etc.).</p>   | <p>Certificate-seeking students must submit standardized placement scores such as ACT, Accuplacer (or Accuplacer NextGen), Compass, PSAT, or SAT scores to ensure placement in Technical Mathematics. Students may take the Accuplacer NextGen placement test with an IECC institution.</p>  |
| <p>Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).</p>   | <p>IND 1210 General Safety<br/>MTH 1201 Technical Mathematics<br/>WEL 1206 Special Projects in Welding<br/>WEL 1210 Gas Metal Arc Welding<br/>WEL 1215 Shielded Metal Arc Welding I<br/>WEL 1225 Welding Blueprint Reading<br/>WEL 1260 Combination Welding I</p>  |
| <p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>  | <p>N/A – Welding requires 20 credit hours.</p>   |
| <p><b>INDICATOR 1: NEED</b></p>  | <p><b>RESPONSE</b></p>   |
| <p>1.1 How strong is the occupational demand for the program?</p>  | <p>Welding leads to careers such as “Welders, Cutters, and Welder Fitters” and “Welding, Soldering, and Brazing Machine Setters, Operators, and Tenders.” The former is listed as a “Green Occupation” by O*NetOnline, meaning that the Bureau of Labor Statistics (BLS) predicts that the green economy may increase demand for this profession.</p>  |

**CTE Review Instrument: Program Review/FY 2017-2021**

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| <p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p> | <p>The BLS predicts demand between 2016 and 2026 to increase for Welders, Cutters, and Welder Fitters by 6% nationally and 5% in Illinois. In contrast, the BLS projects a decline during the same period for Welding, Soldering, and Brazing Machine Setters, Operators, and Tenders, both nationally and in Illinois.</p>   |
| <p>1.3 What is the district and/or regional need?</p>   | <p>The BLS projects more than 50,000 openings for welders nationally, with more than 1,700 of those openings in Illinois by 2026. Despite a negative projection for Welding, Soldering, and Brazing Machine Setters, Operators, and Tenders, BLS projects 1,850 openings nationally with 170 of those in Illinois between 2016 and 2026.</p>  |
| <p>1.4 How are students recruited for this program?</p>   | <p>Welding instructors, the college recruiter, and a district recruiter schedule high school visits to promote the program. The instructors also work with the marketing department at LTC to promote current events in the program via press releases, newsletters, and social media posts. Instructors sponsor and advise the LTC Welding Club, which attends various local parades and festivals to promote the program.</p>   |
| <p>1.5 Where are students recruited from?</p>   | <p>Welding primarily recruits students from Crawford County high schools (Hutsonville, Oblong, Palestine, and Robinson), but also from Indiana schools in adjacent counties. The majority of welding students are dually enrolled with Crawford County high schools.</p>  |
| <p>1.6 Did the review of program need result in actions or modifications? Please explain.</p>             | <p>Per discussions with Welding instructors and feedback from the Welding Advisory Council, the College modified its Welding program curriculum to include Basic Welding and Employment Skills, to begin with the 2019-20 academic year. This change increases the credit hour value of the Certificate from 20 to 26 hours; however, it remains under ICCB's 30-hour maximum recommendation.</p>   |
| <p><b>INDICATOR 2:<br/>COST EFFECTIVENESS</b></p>   | <p align="center"><b>RESPONSE</b></p>   |
| <p>2.1 What are the costs associated with this program?</p>   | <p>Welding costs include faculty salaries, faculty benefits, equipment and maintenance, facilities expenses, and supplies.</p>  |
| <p>2.2 How do costs compare to other programs on campus?</p>  | <p>In general, the per credit hour cost of technical programs (\$194.90) is less than that of remedial (\$449.37), business (\$205.70), and healthcare (\$438.21), but more expensive than pre-baccalaureate (\$189.03) and adult education (\$133.11) programs at IECC. However, Welding is substantially more expensive (\$865.67 per credit hour) than all other programs. The College operates the program with lower faculty-to-student ratios in dual enrollment courses for safety purposes, which increases costs. Additionally, Welding's consumables are typically more expensive than for other programs. These data are based on the 2017-18 academic year.</p> |

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| 2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?  | The District covers the cost of this program through tuition and fees, apportionment and equalization, and property taxes. The program received Perkins and Program Improvement Grant funds in multiple years to improve the quality of the student experience with equipment upgrades.  |
| 2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain. | N/A  |
| 2.5 Did the review of program cost result in any actions or modifications? Please explain.   | Welding is an expensive program to operate, costing substantially more than other CTE programs. The higher costs come from instruction (the College provides two instructors for multiple classes) and instructional supplies.   |
| <b>INDICATOR 3: QUALITY</b>  | <b>RESPONSE</b>  |
| 3.1 What are the program's strengths?  | Program strengths include students learning in a hands-on environment, substantial dual enrollment opportunities for high school students, instructors who have worked in the discipline, and low faculty-to-student ratios.   |
| 3.2 What are the identified or potential weaknesses of the program?  | Students need more "booth time," meaning time spent welding. The program has higher than average instructional costs. There are no opportunities for students to learn pipe-cutting skills.  |
| 3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?   | LTC offers Welding in a traditional, face-to-face format.  |
| 3.4 How does this program fit into a career pathway?   | Welding is a Career Pathway within the Manufacturing Career Cluster of the Illinois Career Clusters, Pathways, and Programs of Study.  |
| 3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?                                       | Welding and Adult Education collaborated to create an Integrated Education & Training/Bridge program for High School Equivalency students to earn a Welding certificate. Although the College has not yet offered the program, this is an innovative model with potential for future semesters.<br><br>Instructors identify "real world" projects for students to complete as part of their class time and learning experiences.   |
| 3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.  | A majority of Welding students are dual enrollment high school students from Crawford County schools (Hutsonville, Oblong, Palestine, and Robinson). There is interest from a neighboring school to include additional high school students in the program beginning with the 2019-20 academic year. Although there are ample dual enrollment opportunities for Welding, LTC does not currently offer welding in any high schools. |
| 3.7 What work-based learning opportunities are available and integrated into the curriculum?   | Welding does not require or offer on-the-job training or internship learning experiences.  |

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| <p>3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).</p> | <p>The industry does not require accreditation.</p>   |
| <p>3.9 Are industry-recognized credentials offered? If so, please list.</p>  | <p>LTC does not offer an industry-recognized credential for Welding; however, many graduates of the certificate program enter an accelerated program with the local union in Terre Haute, Indiana. LTC students typically place well in that program.</p>   |
| <p>3.10 Is this an apprenticeship program? If so, please elaborate.</p>  | <p>No.</p>  |
| <p>3.11 If applicable, please list the licensure examination pass rate.</p>  | <p>N/A</p>  |
| <p>3.12 What current articulation or cooperative agreements/initiatives are in place for this program?</p>   | <p>No Welding articulation agreements exist with four-year institutions; however, graduates of the LTC certificate program may matriculate within IECC to receive additional credentials at OCC, for example.</p>   |
| <p>3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?</p>  | <p>No.</p>  |
| <p>3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.</p>  | <p>The faculty to student ratio in Welding ranged from 1:8 to 1:15 during the 2018-19 academic year. This number remains low as the college staffs many of the Welding sections with two instructors, particularly those sections with high school enrollment, although high schools do not require the college to do so.</p>   |
| <p>3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?</p>   | <p>The college staffed the Welding program with one full-time and one adjunct instructor during 2018-19. The full-time instructor attended College and District-wide, in-house professional development opportunities; the adjunct instructor attended some of these events as well. However, neither the full-time nor the adjunct instructor received formal professional development training in the industry to improve the quality of the program.</p> |
| <p>3.16 What is the status of the current technology and equipment used for this program?</p>  | <p>The program uses state of the art welding equipment that meets the needs of the current curriculum; however, expanding the curriculum to include pipefitting, for example, may require additional equipment.</p>   |

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| 3.17 What assessment methods are used to ensure student success?  | Instructors prepared a checklist assessment tool to ensure that all students meet the basic requirements of the program. Welding requires all students to meet each criteria on the check sheet at an acceptable level before advancing in the program. These check sheets have become part of the program's formal assessment activities. Additional assessment measures include written, practical, and oral activities. |
| 3.18 How satisfied are students with their preparation for employment?  | Students complete satisfaction surveys at the end of each semester. No students enrolled in the program completed the survey.  |
| 3.19 How is student satisfaction information collected?   | Students complete satisfaction surveys at the end of each semester.  |
| 3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)  | LTC has a Welding Advisory Council that consists of regional employers. Attendance at Council meetings is a challenge.   |
| 3.21 How often does the program advisory committee meet?  | The LTC Welding Advisory Council meets once per year.  |
| 3.22 How satisfied are employers in the preparation of the program's graduates?   | It depends on what the job is. Our program is qualified to do manufacturing jobs, welding shops, oil field and farming. It is not qualified to prepare students for more specific, highly skilled jobs such as pipe welders.   |
| 3.23 How is employer satisfaction information collected?  | The College collects employee satisfaction information informally from its Advisory Council. The program needs to improve this process by collecting information more formally and also increasing attendance at Advisory Council meetings.  |
| 3.24 Did the review of program quality result in any actions or modifications? Please explain.  | Several opportunities for quality improvement exist for Welding, including the need for increased hours of student training and practice, articulation agreements, industry-recognized credentialing opportunities for students, professional development activities for industry engagement (possibly through the program's Advisory Council). LTC will be considering adding pipefitting to the curriculum.              |
| List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.  |  |
| Retention and curricular issues exist. The majority of students are dual enrollment high school students who do not complete the Certificate program after high school graduation. Additionally, both instructors and the Advisory Council request more time for students to spend welding. |  |

***DATA ANALYSIS FOR CTE PROGRAM REVIEW***

Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.

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|   |   |                  |                  |                  |                  |
|---|---|------------------|------------------|------------------|------------------|
| CTE PROGRAM   | <b>C571 Welding</b>   |                  |                  |                  |                  |
| CIP CODE  | <b>480508</b>   |                  |                  |                  |                  |
|   | YEAR 1<br>(2015)  | YEAR 2<br>(2016) | YEAR 3<br>(2017) | YEAR 4<br>(2018) | YEAR 5<br>(2019) |
| NUMBER OF STUDENTS ENROLLED   | <b>26</b>   | <b>19</b>        | <b>9</b>         | <b>13</b>        | <b>13</b>        |
| NUMBER OF COMPLETERS  | <b>18</b>   | <b>13</b>        | <b>7</b>         | <b>5</b>         | <b>N/A</b>       |
| OTHER (PLEASE IDENTIFY)   | <b>N/A</b>  | <b>N/A</b>       | <b>N/A</b>       | <b>N/A</b>       | <b>N/A</b>       |
| How does the data support the program goals? Elaborate.   | <p>Student enrollment continues to be a challenge for Welding. Although not reflected in the above data, nearly all of the Welding students are dual enrollment, who take each class for only \$60. The current model is not sustainable. In the 2014 review, which included academic years 2010-2014, the lowest enrollment year was 15. Three of the five enrollment years in our current cycle, which happen to be the three most recent (2017, 2018, and 2019) have enrollment less than the lowest enrolled year in the previous cycle.</p> <p>In addition to enrollment, completion rates are disappointing. With one exception, all current cohorts have completion rates less than 70%. One challenge for Welding completion rates is that nearly all enrollment is from high school students. Once they graduate from high school, they choose to not finish their Welding Certificates.</p> |                  |                  |                  |                  |
| What disaggregated data was reviewed?   | Performance data reviewed include program completion. Demographic data include gender and race/ethnicity.   |                  |                  |                  |                  |
| Were there gaps in the data? Please explain.  | There is no data for the 2019 cohort as the academic year has not concluded.  |                  |                  |                  |                  |
| What is the college doing to overcome any identifiable gaps?  | N/A   |                  |                  |                  |                  |
| Are the students served in this program representative of the total student population? Please explain. | <p>Equal gender representation does not exist in Welding. From 2014 to 2018, the percentage of females enrolled in the program ranged from 0% (2014) to 14.29% (2017), with the average for all five years at 7.66%. Although varying by academic year, males only slightly outnumber females in District enrollment (males representing 53%, 54%, and 52% of the student body in Fall 2014, 2015, and 2016, respectively).</p> <p>The student makeup is even less diverse in terms of race/ethnicity. Enrollment from three of the five sample years (2014, 2017, and 2018) included only White students. In 2015 and 2016, 90.91% and 94.12% of students reported White as their race/ethnicity. In 2015, both non-White students reported</p>  |                  |                  |                  |                  |



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|  | <p>their race/ethnicity as Hispanic/Latino. In 2016, one student reported his/her race as African American. Although these data appear imbalanced, with the exception of the years in which no minority students enrolled in Welding, the program serves more minority students in proportion to the student body make-up. However, Welding enrollment is low, which makes the data difficult to analyze.</p>   |
| <p>Are the students served in this program representative of the district population? Please explain.</p>  | <p>Welding disproportionately serves male students. Although the percentage of minority students is substantially lower than that of white students, the program serves a more ethnically diverse population than the communities IECC serves.</p>  |
| <p><b><i>REVIEW RESULTS</i></b></p>  |   |
| <p><b>Action</b></p>   | <p> <input type="checkbox"/> Continued with Minor Improvements<br/> <input checked="" type="checkbox"/> Significantly Modified<br/> <input type="checkbox"/> Placed on Inactive Status<br/> <input type="checkbox"/> Discontinued/Eliminated<br/> <input type="checkbox"/> Other (please specify)         </p>  |
| <p><b>Summary Rationale</b><br/>Please provide a brief rationale for the chosen action.</p>  | <p>Welding faces challenges at Lincoln Trail College. It is a program with demand in the region; however, it struggles with enrollment of tuition-paying students. The majority of enrollment comes from high school dual enrollment students, of which pay a lower tuition rate (only \$60 per course) than non-dual credit/enrollment students. The program incurs considerable costs, both in instruction and supplies, compared to the credit hour generation of other CTE programs. The substantial costs coupled with the lack of tuition-paying students creates a financial burden to the College. The Welding curriculum needs expanded to meet industry needs and the program needs to engage industry employers more effectively through its Advisory Council and instructor/industry relationships.</p> |
| <p><b>Intended Action Steps</b><br/>What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p> | <p>Action steps from this review include:</p> <ol style="list-style-type: none"> <li>1. Increase enrollment of tuition-paying students;</li> <li>2. Decrease costs in terms of both instruction and supplies;</li> <li>3. Expand the curriculum to include more "booth" time for students (i.e. the amount of time they spend practicing welding);</li> <li>4. Incorporate Employment Skills into the curriculum to prepare students for the application and interviewing process;</li> <li>5. Identify methods to increase retention;</li> <li>6. Explore articulation agreements and/or industry-recognized credentials for students; and</li> <li>7. Explore methods to increase enrollment of female and minority students.</li> </ol>  |

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| <b><i>Career &amp; Technical Education</i></b>  |                       |  |                         |  |
|---|-----------------------|--|-------------------------|--|
| <i>COLLEGE NAME:</i>  |                       | Illinois Eastern Community Colleges<br>Olney Central College   |                         |  |
| <i>FISCAL YEAR IN REVIEW:</i>   |                       | 2019   |                         |  |
| <b><i>PROGRAM IDENTIFICATION INFORMATION</i></b>  |                       |  |                         |  |
| <i>PROGRAM TITLE</i>  | <i>DEGREE OR CERT</i> | <i>TOTAL CREDIT HOURS</i>  | <i>6-DIGIT CIP CODE</i> | <i>LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE</i> |
| <b>Welding and Cutting<br/>Welding</b>  | <b>C570<br/>C276</b>  | <b>32<br/>13</b>   | <b>480508</b>           | <b>C 276</b>   |
| Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.  |                       |  |                         |  |
| <b>Program Objectives</b><br>What are the overarching objectives/goals of the program?  |                       | The program prepares welders, cutters, burners, and related personnel to meet the needs of the area and national industry. Students will find jobs in local industries, construction, oil field work, private enterprises, and farming.<br>Students will:<br><ol style="list-style-type: none"> <li>1) practice shop safety,</li> <li>2) practice proper use of equipment,</li> <li>3) practice safe working habits, and</li> <li>4) learn to comply to ANSI Z49.1 and OSHA specifications.</li> </ol> |                         |  |
| To what extent are these objectives being achieved?   |                       | The program is preparing students to weld at the highest level and placing students into welding related careers including the local pipe fitters union and many local welding shops. 100% of students met all learning outcomes in 2017-18.   |                         |  |
| <b>Past Program Review Action</b><br>What action was reported last time the program was reviewed?   |                       | Continued with minor improvements  |                         |  |
| <b><i>CTE PROGRAM REVIEW ANALYSIS</i></b>   |                       |  |                         |  |
| Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided. |                       |  |                         |  |
| List all pre-requisites for this program (courses, placement scores, etc.).   |                       | Tech math placement through multiple measures, basic reading skills  |                         |  |



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|  |   |           |                   |   |          |                       |  |          |                       |   |          |                              |   |          |                             |   |          |                   |   |          |                               |   |          |                       |   |  |              |           |          |                   |   |          |                       |  |          |                        |   |          |                        |   |          |                          |   |          |                    |   |          |                            |   |  |              |           |  |                    |           |          |                          |  |          |                   |   |          |                       |   |          |                              |   |          |                          |  |          |                   |   |          |                       |    |  |                    |           |
|--|---|-----------|-------------------|---|----------|-----------------------|--|----------|-----------------------|---|----------|------------------------------|---|----------|-----------------------------|---|----------|-------------------|---|----------|-------------------------------|---|----------|-----------------------|---|--|--------------|-----------|----------|-------------------|---|----------|-----------------------|--|----------|------------------------|---|----------|------------------------|---|----------|--------------------------|---|----------|--------------------|---|----------|----------------------------|---|--|--------------|-----------|--|--------------------|-----------|----------|--------------------------|--|----------|-------------------|---|----------|-----------------------|---|----------|------------------------------|---|----------|--------------------------|--|----------|-------------------|---|----------|-----------------------|----|--|--------------------|-----------|
| <p>Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).</p> | <p>C570 Welding and Cutting</p> <p>First Semester</p> <table border="0"> <tr><td>ENG 1201</td><td>Communications OR</td><td>3</td></tr> <tr><td>MTH 1201</td><td>Technical Mathematics</td><td></td></tr> <tr><td>WEL 1210</td><td>Gas Metal Arc Welding</td><td>2</td></tr> <tr><td>WEL 1215</td><td>Shielded Metal Arc Welding I</td><td>2</td></tr> <tr><td>WEL 1220</td><td>Metal Cutting &amp; Preparation</td><td>3</td></tr> <tr><td>WEL 1225</td><td>Blueprint Reading</td><td>4</td></tr> <tr><td>WEL 1230</td><td>Shielded Metal Arc Welding II</td><td>2</td></tr> <tr><td>WEL 1260</td><td>Combination Welding I</td><td>2</td></tr> <tr><td></td><td><b>Total</b></td><td><b>18</b></td></tr> </table> <p>Second Semester</p> <table border="0"> <tr><td>ENG 1201</td><td>Communications OR</td><td>3</td></tr> <tr><td>MTH 1201</td><td>Technical Mathematics</td><td></td></tr> <tr><td>WEL 1235</td><td>Flux Cored Arc Welding</td><td>2</td></tr> <tr><td>WEL 1240</td><td>Welder Certification I</td><td>2</td></tr> <tr><td>WEL 1245</td><td>Gas Tungsten Arc Welding</td><td>2</td></tr> <tr><td>WEL 1250</td><td>Welding Metallurgy</td><td>2</td></tr> <tr><td>WEL 2225</td><td>Pipe Welding Certification</td><td>3</td></tr> <tr><td></td><td><b>Total</b></td><td><b>14</b></td></tr> <tr><td></td><td><b>TOTAL HOURS</b></td><td><b>32</b></td></tr> </table> <p>C276 Welding</p> <p>First Semester</p> <table border="0"> <tr><td>MTH 1201</td><td>Technical Mathematics OR</td><td></td></tr> <tr><td>WEL 1225</td><td>Blueprint Reading</td><td>3</td></tr> <tr><td>WEL 1210</td><td>Gas Metal Arc Welding</td><td>2</td></tr> <tr><td>WEL 1215</td><td>Shielded Metal Arc Welding I</td><td>2</td></tr> </table> <p>Second Semester</p> <table border="0"> <tr><td>MTH 1201</td><td>Technical Mathematics OR</td><td></td></tr> <tr><td>WEL 1225</td><td>Blueprint Reading</td><td>4</td></tr> <tr><td>WEL 1260</td><td>Combination Welding I</td><td>2V</td></tr> <tr><td></td><td><b>TOTAL HOURS</b></td><td><b>13</b></td></tr> </table> | ENG 1201  | Communications OR | 3 | MTH 1201 | Technical Mathematics |  | WEL 1210 | Gas Metal Arc Welding | 2 | WEL 1215 | Shielded Metal Arc Welding I | 2 | WEL 1220 | Metal Cutting & Preparation | 3 | WEL 1225 | Blueprint Reading | 4 | WEL 1230 | Shielded Metal Arc Welding II | 2 | WEL 1260 | Combination Welding I | 2 |  | <b>Total</b> | <b>18</b> | ENG 1201 | Communications OR | 3 | MTH 1201 | Technical Mathematics |  | WEL 1235 | Flux Cored Arc Welding | 2 | WEL 1240 | Welder Certification I | 2 | WEL 1245 | Gas Tungsten Arc Welding | 2 | WEL 1250 | Welding Metallurgy | 2 | WEL 2225 | Pipe Welding Certification | 3 |  | <b>Total</b> | <b>14</b> |  | <b>TOTAL HOURS</b> | <b>32</b> | MTH 1201 | Technical Mathematics OR |  | WEL 1225 | Blueprint Reading | 3 | WEL 1210 | Gas Metal Arc Welding | 2 | WEL 1215 | Shielded Metal Arc Welding I | 2 | MTH 1201 | Technical Mathematics OR |  | WEL 1225 | Blueprint Reading | 4 | WEL 1260 | Combination Welding I | 2V |  | <b>TOTAL HOURS</b> | <b>13</b> |
| ENG 1201   | Communications OR   | 3         |                   |   |          |                       |  |          |                       |   |          |                              |   |          |                             |   |          |                   |   |          |                               |   |          |                       |   |  |              |           |          |                   |   |          |                       |  |          |                        |   |          |                        |   |          |                          |   |          |                    |   |          |                            |   |  |              |           |  |                    |           |          |                          |  |          |                   |   |          |                       |   |          |                              |   |          |                          |  |          |                   |   |          |                       |    |  |                    |           |
| MTH 1201   | Technical Mathematics   |           |                   |   |          |                       |  |          |                       |   |          |                              |   |          |                             |   |          |                   |   |          |                               |   |          |                       |   |  |              |           |          |                   |   |          |                       |  |          |                        |   |          |                        |   |          |                          |   |          |                    |   |          |                            |   |  |              |           |  |                    |           |          |                          |  |          |                   |   |          |                       |   |          |                              |   |          |                          |  |          |                   |   |          |                       |    |  |                    |           |
| WEL 1210   | Gas Metal Arc Welding   | 2         |                   |   |          |                       |  |          |                       |   |          |                              |   |          |                             |   |          |                   |   |          |                               |   |          |                       |   |  |              |           |          |                   |   |          |                       |  |          |                        |   |          |                        |   |          |                          |   |          |                    |   |          |                            |   |  |              |           |  |                    |           |          |                          |  |          |                   |   |          |                       |   |          |                              |   |          |                          |  |          |                   |   |          |                       |    |  |                    |           |
| WEL 1215   | Shielded Metal Arc Welding I  | 2         |                   |   |          |                       |  |          |                       |   |          |                              |   |          |                             |   |          |                   |   |          |                               |   |          |                       |   |  |              |           |          |                   |   |          |                       |  |          |                        |   |          |                        |   |          |                          |   |          |                    |   |          |                            |   |  |              |           |  |                    |           |          |                          |  |          |                   |   |          |                       |   |          |                              |   |          |                          |  |          |                   |   |          |                       |    |  |                    |           |
| WEL 1220   | Metal Cutting & Preparation   | 3         |                   |   |          |                       |  |          |                       |   |          |                              |   |          |                             |   |          |                   |   |          |                               |   |          |                       |   |  |              |           |          |                   |   |          |                       |  |          |                        |   |          |                        |   |          |                          |   |          |                    |   |          |                            |   |  |              |           |  |                    |           |          |                          |  |          |                   |   |          |                       |   |          |                              |   |          |                          |  |          |                   |   |          |                       |    |  |                    |           |
| WEL 1225   | Blueprint Reading   | 4         |                   |   |          |                       |  |          |                       |   |          |                              |   |          |                             |   |          |                   |   |          |                               |   |          |                       |   |  |              |           |          |                   |   |          |                       |  |          |                        |   |          |                        |   |          |                          |   |          |                    |   |          |                            |   |  |              |           |  |                    |           |          |                          |  |          |                   |   |          |                       |   |          |                              |   |          |                          |  |          |                   |   |          |                       |    |  |                    |           |
| WEL 1230   | Shielded Metal Arc Welding II   | 2         |                   |   |          |                       |  |          |                       |   |          |                              |   |          |                             |   |          |                   |   |          |                               |   |          |                       |   |  |              |           |          |                   |   |          |                       |  |          |                        |   |          |                        |   |          |                          |   |          |                    |   |          |                            |   |  |              |           |  |                    |           |          |                          |  |          |                   |   |          |                       |   |          |                              |   |          |                          |  |          |                   |   |          |                       |    |  |                    |           |
| WEL 1260   | Combination Welding I   | 2         |                   |   |          |                       |  |          |                       |   |          |                              |   |          |                             |   |          |                   |   |          |                               |   |          |                       |   |  |              |           |          |                   |   |          |                       |  |          |                        |   |          |                        |   |          |                          |   |          |                    |   |          |                            |   |  |              |           |  |                    |           |          |                          |  |          |                   |   |          |                       |   |          |                              |   |          |                          |  |          |                   |   |          |                       |    |  |                    |           |
|  | <b>Total</b>  | <b>18</b> |                   |   |          |                       |  |          |                       |   |          |                              |   |          |                             |   |          |                   |   |          |                               |   |          |                       |   |  |              |           |          |                   |   |          |                       |  |          |                        |   |          |                        |   |          |                          |   |          |                    |   |          |                            |   |  |              |           |  |                    |           |          |                          |  |          |                   |   |          |                       |   |          |                              |   |          |                          |  |          |                   |   |          |                       |    |  |                    |           |
| ENG 1201   | Communications OR   | 3         |                   |   |          |                       |  |          |                       |   |          |                              |   |          |                             |   |          |                   |   |          |                               |   |          |                       |   |  |              |           |          |                   |   |          |                       |  |          |                        |   |          |                        |   |          |                          |   |          |                    |   |          |                            |   |  |              |           |  |                    |           |          |                          |  |          |                   |   |          |                       |   |          |                              |   |          |                          |  |          |                   |   |          |                       |    |  |                    |           |
| MTH 1201   | Technical Mathematics   |           |                   |   |          |                       |  |          |                       |   |          |                              |   |          |                             |   |          |                   |   |          |                               |   |          |                       |   |  |              |           |          |                   |   |          |                       |  |          |                        |   |          |                        |   |          |                          |   |          |                    |   |          |                            |   |  |              |           |  |                    |           |          |                          |  |          |                   |   |          |                       |   |          |                              |   |          |                          |  |          |                   |   |          |                       |    |  |                    |           |
| WEL 1235   | Flux Cored Arc Welding  | 2         |                   |   |          |                       |  |          |                       |   |          |                              |   |          |                             |   |          |                   |   |          |                               |   |          |                       |   |  |              |           |          |                   |   |          |                       |  |          |                        |   |          |                        |   |          |                          |   |          |                    |   |          |                            |   |  |              |           |  |                    |           |          |                          |  |          |                   |   |          |                       |   |          |                              |   |          |                          |  |          |                   |   |          |                       |    |  |                    |           |
| WEL 1240   | Welder Certification I  | 2         |                   |   |          |                       |  |          |                       |   |          |                              |   |          |                             |   |          |                   |   |          |                               |   |          |                       |   |  |              |           |          |                   |   |          |                       |  |          |                        |   |          |                        |   |          |                          |   |          |                    |   |          |                            |   |  |              |           |  |                    |           |          |                          |  |          |                   |   |          |                       |   |          |                              |   |          |                          |  |          |                   |   |          |                       |    |  |                    |           |
| WEL 1245   | Gas Tungsten Arc Welding  | 2         |                   |   |          |                       |  |          |                       |   |          |                              |   |          |                             |   |          |                   |   |          |                               |   |          |                       |   |  |              |           |          |                   |   |          |                       |  |          |                        |   |          |                        |   |          |                          |   |          |                    |   |          |                            |   |  |              |           |  |                    |           |          |                          |  |          |                   |   |          |                       |   |          |                              |   |          |                          |  |          |                   |   |          |                       |    |  |                    |           |
| WEL 1250   | Welding Metallurgy  | 2         |                   |   |          |                       |  |          |                       |   |          |                              |   |          |                             |   |          |                   |   |          |                               |   |          |                       |   |  |              |           |          |                   |   |          |                       |  |          |                        |   |          |                        |   |          |                          |   |          |                    |   |          |                            |   |  |              |           |  |                    |           |          |                          |  |          |                   |   |          |                       |   |          |                              |   |          |                          |  |          |                   |   |          |                       |    |  |                    |           |
| WEL 2225   | Pipe Welding Certification  | 3         |                   |   |          |                       |  |          |                       |   |          |                              |   |          |                             |   |          |                   |   |          |                               |   |          |                       |   |  |              |           |          |                   |   |          |                       |  |          |                        |   |          |                        |   |          |                          |   |          |                    |   |          |                            |   |  |              |           |  |                    |           |          |                          |  |          |                   |   |          |                       |   |          |                              |   |          |                          |  |          |                   |   |          |                       |    |  |                    |           |
|  | <b>Total</b>  | <b>14</b> |                   |   |          |                       |  |          |                       |   |          |                              |   |          |                             |   |          |                   |   |          |                               |   |          |                       |   |  |              |           |          |                   |   |          |                       |  |          |                        |   |          |                        |   |          |                          |   |          |                    |   |          |                            |   |  |              |           |  |                    |           |          |                          |  |          |                   |   |          |                       |   |          |                              |   |          |                          |  |          |                   |   |          |                       |    |  |                    |           |
|  | <b>TOTAL HOURS</b>  | <b>32</b> |                   |   |          |                       |  |          |                       |   |          |                              |   |          |                             |   |          |                   |   |          |                               |   |          |                       |   |  |              |           |          |                   |   |          |                       |  |          |                        |   |          |                        |   |          |                          |   |          |                    |   |          |                            |   |  |              |           |  |                    |           |          |                          |  |          |                   |   |          |                       |   |          |                              |   |          |                          |  |          |                   |   |          |                       |    |  |                    |           |
| MTH 1201   | Technical Mathematics OR  |           |                   |   |          |                       |  |          |                       |   |          |                              |   |          |                             |   |          |                   |   |          |                               |   |          |                       |   |  |              |           |          |                   |   |          |                       |  |          |                        |   |          |                        |   |          |                          |   |          |                    |   |          |                            |   |  |              |           |  |                    |           |          |                          |  |          |                   |   |          |                       |   |          |                              |   |          |                          |  |          |                   |   |          |                       |    |  |                    |           |
| WEL 1225   | Blueprint Reading   | 3         |                   |   |          |                       |  |          |                       |   |          |                              |   |          |                             |   |          |                   |   |          |                               |   |          |                       |   |  |              |           |          |                   |   |          |                       |  |          |                        |   |          |                        |   |          |                          |   |          |                    |   |          |                            |   |  |              |           |  |                    |           |          |                          |  |          |                   |   |          |                       |   |          |                              |   |          |                          |  |          |                   |   |          |                       |    |  |                    |           |
| WEL 1210   | Gas Metal Arc Welding   | 2         |                   |   |          |                       |  |          |                       |   |          |                              |   |          |                             |   |          |                   |   |          |                               |   |          |                       |   |  |              |           |          |                   |   |          |                       |  |          |                        |   |          |                        |   |          |                          |   |          |                    |   |          |                            |   |  |              |           |  |                    |           |          |                          |  |          |                   |   |          |                       |   |          |                              |   |          |                          |  |          |                   |   |          |                       |    |  |                    |           |
| WEL 1215   | Shielded Metal Arc Welding I  | 2         |                   |   |          |                       |  |          |                       |   |          |                              |   |          |                             |   |          |                   |   |          |                               |   |          |                       |   |  |              |           |          |                   |   |          |                       |  |          |                        |   |          |                        |   |          |                          |   |          |                    |   |          |                            |   |  |              |           |  |                    |           |          |                          |  |          |                   |   |          |                       |   |          |                              |   |          |                          |  |          |                   |   |          |                       |    |  |                    |           |
| MTH 1201   | Technical Mathematics OR  |           |                   |   |          |                       |  |          |                       |   |          |                              |   |          |                             |   |          |                   |   |          |                               |   |          |                       |   |  |              |           |          |                   |   |          |                       |  |          |                        |   |          |                        |   |          |                          |   |          |                    |   |          |                            |   |  |              |           |  |                    |           |          |                          |  |          |                   |   |          |                       |   |          |                              |   |          |                          |  |          |                   |   |          |                       |    |  |                    |           |
| WEL 1225   | Blueprint Reading   | 4         |                   |   |          |                       |  |          |                       |   |          |                              |   |          |                             |   |          |                   |   |          |                               |   |          |                       |   |  |              |           |          |                   |   |          |                       |  |          |                        |   |          |                        |   |          |                          |   |          |                    |   |          |                            |   |  |              |           |  |                    |           |          |                          |  |          |                   |   |          |                       |   |          |                              |   |          |                          |  |          |                   |   |          |                       |    |  |                    |           |
| WEL 1260   | Combination Welding I   | 2V        |                   |   |          |                       |  |          |                       |   |          |                              |   |          |                             |   |          |                   |   |          |                               |   |          |                       |   |  |              |           |          |                   |   |          |                       |  |          |                        |   |          |                        |   |          |                          |   |          |                    |   |          |                            |   |  |              |           |  |                    |           |          |                          |  |          |                   |   |          |                       |   |          |                              |   |          |                          |  |          |                   |   |          |                       |    |  |                    |           |
|  | <b>TOTAL HOURS</b>  | <b>13</b> |                   |   |          |                       |  |          |                       |   |          |                              |   |          |                             |   |          |                   |   |          |                               |   |          |                       |   |  |              |           |          |                   |   |          |                       |  |          |                        |   |          |                        |   |          |                          |   |          |                    |   |          |                            |   |  |              |           |  |                    |           |          |                          |  |          |                   |   |          |                       |   |          |                              |   |          |                          |  |          |                   |   |          |                       |    |  |                    |           |
| <p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>  | <p>The curriculum is reviewed and recommended by local community members through an advisory council. The load is a recommendation from that council.</p>   |           |                   |   |          |                       |  |          |                       |   |          |                              |   |          |                             |   |          |                   |   |          |                               |   |          |                       |   |  |              |           |          |                   |   |          |                       |  |          |                        |   |          |                        |   |          |                          |   |          |                    |   |          |                            |   |  |              |           |  |                    |           |          |                          |  |          |                   |   |          |                       |   |          |                              |   |          |                          |  |          |                   |   |          |                       |    |  |                    |           |
| <p><b>INDICATOR 1: NEED</b></p>  | <p><b>RESPONSE</b></p>  |           |                   |   |          |                       |  |          |                       |   |          |                              |   |          |                             |   |          |                   |   |          |                               |   |          |                       |   |  |              |           |          |                   |   |          |                       |  |          |                        |   |          |                        |   |          |                          |   |          |                    |   |          |                            |   |  |              |           |  |                    |           |          |                          |  |          |                   |   |          |                       |   |          |                              |   |          |                          |  |          |                   |   |          |                       |    |  |                    |           |
| <p>1.1 How strong is the occupational demand for the program?</p>  | <p>Good. Job Outlook, 2016-26<br/>6% national increase projected</p>  |           |                   |   |          |                       |  |          |                       |   |          |                              |   |          |                             |   |          |                   |   |          |                               |   |          |                       |   |  |              |           |          |                   |   |          |                       |  |          |                        |   |          |                        |   |          |                          |   |          |                    |   |          |                            |   |  |              |           |  |                    |           |          |                          |  |          |                   |   |          |                       |   |          |                              |   |          |                          |  |          |                   |   |          |                       |    |  |                    |           |
| <p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p>  | <p>Up 2% since the last outlook.</p>  |           |                   |   |          |                       |  |          |                       |   |          |                              |   |          |                             |   |          |                   |   |          |                               |   |          |                       |   |  |              |           |          |                   |   |          |                       |  |          |                        |   |          |                        |   |          |                          |   |          |                    |   |          |                            |   |  |              |           |  |                    |           |          |                          |  |          |                   |   |          |                       |   |          |                              |   |          |                          |  |          |                   |   |          |                       |    |  |                    |           |
| <p>1.3 What is the district and/or regional need?</p>  | <p>13.5% RSE – 1400 jobs expected in the regional area according to BSL.gov search</p>  |           |                   |   |          |                       |  |          |                       |   |          |                              |   |          |                             |   |          |                   |   |          |                               |   |          |                       |   |  |              |           |          |                   |   |          |                       |  |          |                        |   |          |                        |   |          |                          |   |          |                    |   |          |                            |   |  |              |           |  |                    |           |          |                          |  |          |                   |   |          |                       |   |          |                              |   |          |                          |  |          |                   |   |          |                       |    |  |                    |           |
| <p>1.4 How are students recruited for this program?</p>  | <p>Students are recruited for the program by High School Job Fairs, Facebook, face-to-face visits with prospective students, students talking to high school students, and word of mouth about the quality of the OCC welding program.</p>  |           |                   |   |          |                       |  |          |                       |   |          |                              |   |          |                             |   |          |                   |   |          |                               |   |          |                       |   |  |              |           |          |                   |   |          |                       |  |          |                        |   |          |                        |   |          |                          |   |          |                    |   |          |                            |   |  |              |           |  |                    |           |          |                          |  |          |                   |   |          |                       |   |          |                              |   |          |                          |  |          |                   |   |          |                       |    |  |                    |           |

**CTE Review Instrument: Program Review/FY 2017-2021**

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| 1.5 Where are students recruited from?   | High Schools, community, Facebook, and Job Fairs. High school Representation: Richland County 21.5%, GED 17%, Jasper County 16.8%, Flora 7.9%   |
| 1.6 Did the review of the program need result in actions or modifications? Please explain.   | Yes, the program is expanding to add another faculty member due to high market demand and expanding programmatic offerings through a Title III grant.   |
| <b>INDICATOR 2:<br/>COST EFFECTIVENESS</b>   | <b>RESPONSE</b>   |
| 2.1 What are the costs associated with this program?   | \$89,600.44 instruction and supplies 2019.<br>\$173.14 unit cost for Welding and Cutting at OCC for 2019  |
| 2.2 How do costs compare to other programs on campus?  | This is slightly lower than other CTE programs that average around \$194.90 per credit hour.  |
| 2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?  | Tuition, fees, grants (EDA, Title III), and foundation donations.   |
| 2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain. | We will have an EDA grant to cover equipment costs to modernize and supplement existing funding so there is no need to offset this cost. The Title III grant has a transition plan in which the college absorbs the cost of the grant staff through increased program enrollment created through additional career pathways within welding. |
| 2.5 Did the review of program cost result in any actions or modifications? Please explain.   | With the addition of grant funding and additional faculty in the OCC welding program, the college will need to continually monitor program enrollment to ensure we are able to maintain enrollment to support the additional faculty member.  |
| <b>INDICATOR 3: QUALITY</b>  | <b>RESPONSE</b>   |

**CTE Review Instrument: Program Review/FY 2017-2021**

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| <p>3.1 What are the program's strengths?</p> | <p>Industry-based Welder Performance Qualification Tests (WPQ) are sometimes referred to as Welder Certification Tests. The students in the OCC Welding Program complete the same test in the OCC welding shop that will be conducted for employment. When a student leaves the program with multiple WPQ's this shows the employer that student can pass an industry-specific welding test. This has been one of the more popular aspects of the program for companies.</p> <p>Faculty is a Certified Welding Inspector and Certified Welding Educator. Also, the faculty for the program works in the summer months for contractors to keep up-to-date on industry changes and new welding processes.</p> <p>The instructor will be continuing his education in the welding field by attending Weld-Ed Conferences in the summer and also completing the American Welding Society Certified Welding Inspector training. The instructor is also a card member of the International Brotherhood of Boilermakers and continues to work in the field during the summer furthering his experience as Olney Central College's welding instructor. Information gained from on-the-job experience, continuing education, and Certified Welding Inspector training will be utilized in all aspects of the Welding and Cutting program.</p> <p>Individuals from Marathon Refinery, GSI Group, Higgs Welding, LLC, Skyline Steel, Evapco, Inc., Enlow Fabricating Shop and self-employed welders serve on the Welding and Cutting Advisory Council.</p> <p>The instructor has vast knowledge of working in the welding field and relates that information to the students to improve the students' learning experience and to improve the curriculum.</p> <p>The program leads to a Welding and Cutting certificate from Olney Central College. The program uses strict welding code criteria to examine and prepare students to enter the workforce with the knowledge to successfully pass the AWS D1.1. Structural Steel Code and also prepares students for code work which complies to the ASME Section 9 Welding Code.</p> <p>New and enhanced capabilities at both OCC's main campus and West Richland Center made possible by Title III grant funding as well as the U.S. Economic Development Administration (EDA) grant funding.</p> |
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| <p>3.2 What are the identified or potential weaknesses of the program?</p>   | <p>The biggest weakness is the rising cost of steel and the budget constraints to purchase needed pipe for the program. Currently, all the pipe that we use for the program has been donated from contractors.</p> <p>One of the program weaknesses is a lack of metallurgical equipment to study and analyze grain structure transformation. Different ferrous and non-ferrous metals undergo a phase of transformation at certain temperatures (varying for each alloy); with a metallurgical microscope and metallurgical testing supplies the students would be able to see the particular phase transformations taking place.</p> |
| <p>3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?</p>  | <p>Traditional and hybrid</p>  |
| <p>3.4 How does this program fit into a career pathway?</p>  | <p>The faculty covers material in detail for the different welding processes and different career pathways for students. The students leave the program with experience in Structural Welding/Fitting and also with Pipe Welding/Fitting. The program covers all the major metal cutting and preparation techniques and also has an in-depth Blueprint Reading course. This gives the students a well-rounded education making them employable in manufacturing, industrial contracting, and small fabrication shops around the tristate.</p>  |
| <p>3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?</p>  | <p>The implementation of CNC technologies into the program by the use of our CNC Plasma cutter. Also, the implementation of a CNC Water Jet machine will make the OCC Welding shop one of the most up-to-date welding schools in Southern Illinois.</p>  |
| <p>3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p>   | <p>Yes, we offer the intro to welding course through the local high school. WEL 1210 Gas Metal Arc Welding</p>   |
| <p>3.7 What work-based learning opportunities are available and integrated into the curriculum?</p>  | <p>Students create and develop skills in a workplace environment/lab. The majority of projects are hands-on and authentic experience-based learning activities that mimic the tasks found in common workplace environments. For example, all students are expected to create a high-level pipe weld that stands up to required tests for strength.</p>   |
| <p>3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).</p> | <p>The industry accreditation for the welding students is the WPQ's that students receive while they are in the program. This is accepted in every union and non-union contractors as a way to show the students are skilled enough to produce a sound weld.</p>   |

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| 3.9 Are industry-recognized credentials offered? If so, please list.  | The programs weld testing is based on the tolerances set by the American Welding Society D1.1 Structural Steel Welding Code.   |
| 3.10 Is this an apprenticeship program? If so, please elaborate.  | N/A  |
| 3.11 If applicable, please list the licensure examination pass rate.  | The program uses strict welding code criteria to examine and prepare students to enter the workforce with the knowledge to successfully pass the AWS D1.1. Structural Steel Code and also prepares students for code work which complies to the ASME Section 9 Welding Code. The pass rate for 2018-2019 was 70%.  |
| 3.12 What current articulation or cooperative agreements/initiatives are in place for this program?                                       | N/A  |
| 3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?  | Partnerships with local business such as Marathon Refineries and Toyota. Students have created projects for local businesses and local businesses have donated steel and other materials   |
| 3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.                                | 1:15   |
| 3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program? | The yearly district provided workshops in August and October that are available to both part-time and full-time faculty. Additionally, Go2Knowledge online training and funding available for travel to professional workshops are available.  |
| 3.16 What is the status of the current technology and equipment used for this program?  | Computers are up-to-date and updated every 5 years. Equipment is in good working orders. EDA grant is in place to improve and add advanced equipment including a water jet cutting table, fit-up and fabrication tools, a pipe beveler, and a robotic welder. Title III grant will add new equipment at a secondary campus starting 2020 including a pedestal drill press \$779; Pedestal grinder/wire wheel 2 x \$479 ea. (\$958); Bench grinders \$825; Welding Curtains 15 x \$54 (\$810); Welding Booth Adjustable Stands 15 x \$500 ea. (\$7,500); Belt/Disc Sander \$1,195; Cutting Track Torch \$1,700; Electrode Rod Oven \$1,395; Arbor Press \$796; Metal Chop Saw \$395; Hand Tools Set \$4,000; 4.5 Angle Grinders 10x \$100 (\$1,000); Anvil \$450; Wilton Bench Vise \$610; 60 Gallon Air Compressor; \$879; Millermatic 2 x \$2,500 (\$5,000); Hypertherm Plasma Cutter 2 x \$2,700 ea. (\$5,400); Cutting Torch Kits 3 x \$305 (\$915) XRF Analyzer \$4,120; XRD Analyzer \$4,000; WPS/WPQ Machine \$4,999; Charpy Impact Test Machine \$3,999; Industrial Microscopes 16 x \$835 ea. (\$13,360) |

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| 3.17 What assessment methods are used to ensure student success?   | Testing, authentic assessment, and instructor narratives. Student records are electronically recorded. Course and program assessment is digitally recorded and codified via compliance assists. See attached document for welding program assessment results.  |
| 3.18 How satisfied are students with their preparation for employment?   | Student satisfaction for the program is high. 69.95% are very satisfied, 21.24% are somewhat satisfied.  |
| 3.19 How is student satisfaction information collected?  | Survey and exit interviews. At the end of each term IECC administers an end-of-course survey to students with the purpose of collecting data, both quantitative and qualitative, to provide instructors and administrators insights and perspectives into the teaching and learning environment. After each term, the data is made available to faculty inside of Campus Lab's Faculty module. Reports are only made available from sections that have met the desired participation threshold to protect student anonymity. |
| 3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)   | Employers are engaged through the advisory council, consultations, job placements, and work-based learning opportunities.  |
| 3.21 How often does the program advisory committee meet?   | Twice a year.  |
| 3.22 How satisfied are employers in the preparation of the program's graduates?  | The advisory council for welding report being very satisfied, and continually request graduates for employment at their businesses and organizations.  |
| 3.23 How is employer satisfaction information collected?   | Informal interviews, surveys, and relationship building between the instructor and the employer. We have continued and growing relationships with local welding shops and the international pipefitters union.   |
| 3.24 Did the review of program quality result in any actions or modifications? Please explain.   | No   |
| List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.   |  |
| Space and equipment limit the student cap at 12 students at OCC and 7 students at the West Richland Center due to welding booth limitations. Course sequencing is not linear as students come and go and sometimes enroll halfway through making seamless cohorts hard to implement. Retention is affected by students who seek and gain employment before completion. |  |
| <b>DATA ANALYSIS FOR CTE PROGRAM REVIEW</b><br>Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5-year longitudinal data available.  |  |
| <i>CTE PROGRAM</i>   | <b>C570 Welding and Cutting</b>  |



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| <i>CIP CODE</i>  | <b>480508</b>   |                          |                          |                          |                          |
|--|---|--------------------------|--------------------------|--------------------------|--------------------------|
|  | <i>YEAR 1<br/>(2015)</i>  | <i>YEAR 2<br/>(2016)</i> | <i>YEAR 3<br/>(2017)</i> | <i>YEAR 4<br/>(2018)</i> | <i>YEAR 5<br/>(2019)</i> |
| <i>NUMBER OF STUDENTS ENROLLED</i>   | 16  | 19                       | 14                       | 20                       | 22                       |
| <i>NUMBER OF COMPLETERS</i>  | 12  | 16                       | 13                       | 14                       | N/A                      |
| <i>OTHER (PLEASE IDENTIFY)</i>   |   |                          |                          |                          |                          |
| How does the data support the program goals? Elaborate.  | Data shows steady numbers and good completion rates.  |                          |                          |                          |                          |
| What disaggregated data was reviewed?  | Yes, gender, ethnicity, age, and background.  |                          |                          |                          |                          |
| Were there gaps in the data? Please explain.   | Yes. Gender gaps, one female student in the last five years. Predominantly male population and mostly white/Caucasian.  |                          |                          |                          |                          |
| What is the college doing to overcome any identifiable gaps?   | The college is working with the office of the OCCRL at the UIUC to overcome diversity and equity gaps in CTE programming. This includes focused marketing, professional development training, and fostering relationships with local high schools for greater placement.              |                          |                          |                          |                          |
| Are the students served in this program representative of the total student population? Please explain.                                    | No, 93.4% of the students are white males. To increase under-represented students in the program, we plan to feature females in the marketing materials.  |                          |                          |                          |                          |
| Are the students served in this program representative of the district population? Please explain.   | Equal gender representation does not exist in this program. The age demographic is representative of the district population. The district seeks to expand marketing to under-represented populations in each program to increase diversity.  |                          |                          |                          |                          |
| <b>REVIEW RESULTS</b>  |   |                          |                          |                          |                          |
| <b>Action</b>  | <input checked="" type="checkbox"/> Continued with Minor Improvements<br><input type="checkbox"/> Significantly Modified<br><input type="checkbox"/> Placed on Inactive Status<br><input type="checkbox"/> Discontinued/Eliminated<br><input type="checkbox"/> Other (please specify) |                          |                          |                          |                          |
| <b>Summary Rationale</b><br>Please provide a brief rationale for the chosen action.  | Welding is a strong program that trains students for employment skills and places students in high paying jobs. The instructor is of high quality. Overall this program adds value to the college and strengthens the community.  |                          |                          |                          |                          |
| <b>Intended Action Steps</b><br>What are the action steps resulting from this review? Please detail a timeline and/or dates for each step. | Improve equipment, build a curriculum with Title III grant opportunity, bolster assessment results, find a steady part-time employee for night courses.   |                          |                          |                          |                          |

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| <b><i>Career &amp; Technical Education</i></b>   |                       |   |                         |  |
|--|-----------------------|---|-------------------------|--|
| <i>COLLEGE NAME:</i>   |                       | Illinois Eastern Community Colleges<br>Frontier Community College<br>Olney Central College  |                         |  |
| <i>FISCAL YEAR IN REVIEW:</i>  |                       | 2019  |                         |  |
| <b><i>PROGRAM IDENTIFICATION INFORMATION</i></b>   |                       |   |                         |  |
| <i>PROGRAM TITLE</i>   | <i>DEGREE OR CERT</i> | <i>TOTAL CREDIT HOURS</i>   | <i>6-DIGIT CIP CODE</i> | <i>LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE</i> |
| <b>Phlebotomy</b>  | <b>C339</b>           | <b>17</b>   | <b>511009</b>           | <b>N/A</b>   |
| Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential. |                       |   |                         |  |
| <p><b>Program Objectives</b><br/>What are the overarching objectives/goals of the program?</p>   |                       | <ul style="list-style-type: none"> <li>• Recognize various components of the health care delivery system and responsibilities of other laboratory and health care personnel within the system.</li> <li>• Practice infection control and safety.</li> <li>• Integrate basic knowledge of anatomy and physiology, terminology, and disease processes as they relate to the laboratory and testing.</li> <li>• Recognize the importance of specimen collection in the overall patient care system.</li> <li>• Demonstrate an understanding of requisitioning and the legal implications of the work environment.</li> <li>• Collect, transport, handle, and process various blood specimens for analysis following appropriate policies and procedures.</li> <li>• Demonstrate appropriate, effective communication in interactions with clients, other members of the health care team, and the public.</li> <li>• Relate importance of quality assurance in phlebotomy.</li> <li>• Demonstrate understanding of CLIA (Clinical Laboratory Improvement Act) and point of care testing.</li> <li>• Use technology in the work environment.</li> <li>• Practice within the ethical-legal framework of the professions.</li> <li>• Recognize the necessity of continuing education and learning as a function of growth and maintenance of competence.</li> </ul> |                         |  |
| <p>To what extent are these objectives being achieved?</p>   |                       | <p>At the end of the program, students sit for a nationally-recognized certification exam through the American Society for Clinical Pathology Board of Registry (ASCP). The high student pass rate on this exam, coupled with assessment methods and skill checkoff lists, indicate that program objectives are being met.</p>  |                         |  |



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| <p><b>Past Program Review Action</b><br/>What action was reported last time the program was reviewed?</p>   | <p>Continued with minor improvements</p>   |
| <p><b><i>CTE PROGRAM REVIEW ANALYSIS</i></b></p> <p>Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p> |  |
| <p>List all pre-requisites for this program (courses, placement scores, etc.).</p>  | <p>There are no course pre-requisites for this program.<br/>Placement scores:<br/>English/Writing: Compass: ≥47, ACT: ≥18, SAT: ≥450, PSAT: ≥410, Accuplacer: ≥76<br/>Reading: Compass: ≥77, ACT: ≥18, SAT: ≥450, PSAT: ≥410, Accuplacer: ≥82<br/>Math: Compass: ≥32, ACT: ≥18, SAT: ≥510, PSAT: ≥460, Accuplacer: ≥47</p> <p>If cut-off scores or multiple measures guidelines are not met, remedial and college preparatory courses must be completed.</p> |
| <p>Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).</p>  | <p>HEA 1225 Intro to Medical Terminology<br/>PHB 1220 Phlebotomy Theory<br/>PHB 1222 Phlebotomy Procedures<br/>PHB 1224 Phlebotomy Clinical<br/>PHB 1298 Phlebotomy/Health Professional<br/>GEN 2297 Employment Skills</p>   |
| <p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>   | <p>The curriculum for the Phlebotomy Certificate consists of 17 credit hours total.</p>  |
| <p><b><i>INDICATOR 1: NEED</i></b></p>  | <p><b><i>RESPONSE</i></b></p>  |
| <p>1.1 How strong is the occupational demand for the program?</p>   | <p>According to O*Net, in Illinois between 2016 and 2026, there will be a 15% increase in the need for phlebotomists. From 2016 to 2026, Illinois is predicted to have 690 annual job openings. Nationally, the increase in the need for phlebotomists will be 25%, with 16,900 annual job openings.</p>   |
| <p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p>   | <p>Over the past five years, the demand for phlebotomists has increased, and the trend looks to be continuing in that direction for the foreseeable future.</p>  |
| <p>1.3 What is the district and/or regional need?</p>   | <p>The district need for phlebotomists is also increasing. This is due in part to the retirement of an aging pool of phlebotomists and the expansion of healthcare facilities in the area.</p>   |

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| 1.4 How are students recruited for this program?   | Students are recruited through local advertisement (radio, press, mailers, etc.), social media marketing (Facebook, Twitter, etc.), high school college fairs, conferences, and word of mouth. Additionally, the instructors recruit through their local contacts.   |
| 1.5 Where are students recruited from?   | Local high schools, displaced worker informational sessions, the public in general.  |
| 1.6 Did the review of program need result in actions or modifications? Please explain.   | Currently, this program is shared between two IECC schools: Frontier Community College and Olney Central College. Both programs are able to recruit good numbers of students and meet the employment demands of local employers/healthcare facilities. No actions or modification are required at this time.   |
| <b>INDICATOR 2:<br/>COST EFFECTIVENESS</b>   | <b>RESPONSE</b>  |
| 2.1 What are the costs associated with this program?   | Costs associated with the Phlebotomy program include the instructor's salary, instructional supplies and equipment, required textbooks, and professional development. For FY18, the unit cost was \$62.35.   |
| 2.2 How do costs compare to other programs on campus?  | The costs for the Phlebotomy program are comparable to other programs on campus.   |
| 2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?  | The Phlebotomy program is funded through Frontier Community College's annual budget and student fees, with support from Carl Perkins dollars.  |
| 2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain. | If/when Carl Perkins dollars are not available, the College's annual budget will absorb those costs.   |
| 2.5 Did the review of program cost result in any actions or modifications? Please explain.   | The two phlebotomy programs are championed by adjunct instructors. Because of the relatively low program cost, no actions or modifications are recommended.  |
| <b>INDICATOR 3: QUALITY</b>  | <b>RESPONSE</b>  |
| 3.1 What are the program's strengths?  | <ul style="list-style-type: none"> <li>• Dedicated adjunct instructors with decades of experience in the phlebotomy professions.</li> <li>• Great facilities with ample equipment and supplies to give students the best learning environment.</li> <li>• Wide variety of established clinical sites to assist students in job exploration/skill development.</li> <li>• Professional development opportunities available for faculty</li> <li>• Great prospects for employment upon graduation.</li> <li>• High pass rate on the American Society for Clinical Pathology Board of Registry Certification Exam.</li> </ul> |

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| <p>3.2 What are the identified or potential weaknesses of the program?</p>   | <p>Although the Phlebotomy program is taught by exceptional faculty, both are adjunct instructors. Relying on adjunct faculty to teach a program places some uncertainty in the ability of the program if one or both instructors chooses to leave.</p>  |
| <p>3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?</p>  | <p>Face-to-face lecture and hands-on instruction. The learning management system is used to supplement some instruction.</p>   |
| <p>3.4 How does this program fit into a career pathway?</p>  | <p>The Phlebotomy certificate falls into the Support Services Pathway under the Health Science Cluster.</p>  |
| <p>3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?</p>  | <p>When grant funding is available or the College's budget allows, technology and/or equipment are purchased for the program. For example, in 2018, four-vein venipuncture trainers were purchased for the program. In 2017, a pediatric arm simulator was purchased for the program along with an adult arm from a different ethnic background.</p> |
| <p>3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p>   | <p>None available</p>  |
| <p>3.7 What work-based learning opportunities are available and integrated into the curriculum?</p>  | <p>A four credit-hour internship/clinical is offered as part of the Phlebotomy certificate (PHB 1224: Phlebotomy Clinicals).</p>   |
| <p>3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).</p> | <p>N/A</p>   |
| <p>3.9 Are industry-recognized credentials offered? If so, please list.</p>  | <p>After successful completion of the Phlebotomy program, students sit for a nationally-recognized certification exam through the American Society for Clinical Pathology Board of Registry (ASCP).</p>  |
| <p>3.10 Is this an apprenticeship program? If so, please elaborate.</p>  | <p>No</p>  |
| <p>3.11 If applicable, please list the licensure examination pass rate.</p>  | <p>This information is available only to the individuals taking the exam. Some, but not all, students report back to the instructors. This makes the actual pass rate unreliable. Anecdotally, based on those who self report, the pass rate is near 100%.</p>   |

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| <p>3.12 What current articulation or cooperative agreements/initiatives are in place for this program?</p>                                       | <p>The Phlebotomy Program has Affiliation Agreements with:</p> <ol style="list-style-type: none"> <li>1. Wabash General Hospital</li> <li>2. Horizon Healthcare</li> <li>3. Fairfield Memorial Hospital</li> <li>4. Christopher Rural Health Planning</li> <li>5. Hamilton Memorial Hospital</li> <li>6. Harrisburg Medical Center</li> <li>7. Deaconess</li> <li>8. Clay County Hospital</li> <li>9. SSM Good Samaritan</li> </ol>                                    |
| <p>3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?</p>  | <p>New partnerships formed since the last review:</p> <ol style="list-style-type: none"> <li>1. Hamilton Memorial Hospital</li> <li>2. Harrisburg Medical Center</li> <li>3. Deaconess</li> <li>4. Clay County Hospital</li> </ol>   |
| <p>3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.</p>                                | <p>The faculty-to-student ratios range from 1:8 to 1:17 depending on the course, semester, and location. The overall average ratio for the Phlebotomy program is 1:12.</p>   |
| <p>3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?</p> | <p>The IECC District provides multiple professional development days on campus. Dollars are allocated for conferences and personal professional development of faculty and staff. Additionally, all faculty and staff have access to Go2Knowledge, an online professional development resource with multiple listings and seminars.</p>  |
| <p>3.16 What is the status of the current technology and equipment used for this program?</p>  | <p>All equipment is in working order. Some pieces show signs of wear after several semesters of use. College and Carl Perkins dollars are used to replace these pieces on a rotational basis.</p>  |
| <p>3.17 What assessment methods are used to ensure student success?</p>  | <p>Instructors are tasked with assessing specific program and course-level outcomes from the master syllabus and making adjustments based on the results. Course level assessment includes assignments, skills tests, internship provider feedback, and comprehensive final exams/projects. Program-level assessment comes in part from the successful completion of the certification exam through the American Society for Clinical Pathology Board of Registry.</p> |
| <p>3.18 How satisfied are students with their preparation for employment?</p>  | <p>Feedback from advisory committee meetings and clinical supervisors are positive and express satisfaction in students' knowledge. Anecdotally, students are pleased with their level of preparation after completing courses in the Phlebotomy program.</p> <p>100% of students surveyed are satisfied with their preparation for employment</p>   |
| <p>3.19 How is student satisfaction information collected?</p>   | <p>An end-of-course survey is administered for every course taken in the Phlebotomy program. Additionally, a student satisfaction survey is administered once a year to gauge overall student satisfaction in the institution, programs, and services.</p>   |

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| 3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities) | The Phlebotomy program has an advisory committee that meets once per year at a minimum. The committee is comprised of local employers/lab supervisors, K-12 representatives, and local business/industry. This group is engaged by offering feedback and suggesting enhancements to the program.               |
| 3.21 How often does the program advisory committee meet?   | The advisory committee for the Phlebotomy program meets once or twice a year.  |
| 3.22 How satisfied are employers in the preparation of the program's graduates?  | The advisory committee, including several employers/lab supervisors in the area, feels that students are well-equipped with phlebotomy skills and knowledge from our program.  |
| 3.23 How is employer satisfaction information collected?   | Advisory Committee meetings provide crucial feedback and suggestions to improve the Phlebotomy Program. The committee is comprised of local employers/lab supervisors, K-12 representatives, and local business/industry. With this group, we also hear the level of satisfaction with our students/graduates. |
| 3.24 Did the review of program quality result in any actions or modifications? Please explain.                                 | No action or modifications are needed at this time. If faculty to student ratios increase because of increased demand for the program, we might investigate hiring a lab assistant or another adjunct instructor to relieve some of the workload.  |

| <p align="center"><b>DATA ANALYSIS FOR CTE PROGRAM REVIEW</b></p> <p>Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.</p> |  |                       |                         |                          |                      |
|---|--|-----------------------|-------------------------|--------------------------|----------------------|
| <i>CTE PROGRAM</i>  | <b>C339 Phlebotomy</b>   |                       |                         |                          |                      |
| <i>CIP CODE</i>   | <b>511009</b>  |                       |                         |                          |                      |
|   | <i>YEAR 1</i>  | <i>YEAR 2</i>         | <i>YEAR 3</i>           | <i>YEAR 4</i>            | <i>YEAR 5</i>        |
| <i>NUMBER OF STUDENTS ENROLLED</i>  | 19   | 19                    | 29                      | 32                       | 17                   |
| <i>NUMBER OF COMPLETERS</i>   | 18   | 13                    | 17                      | 27                       |                      |
| <i>OTHER (PLEASE IDENTIFY)</i>  | FCC: 8/8<br>OCC: 10/11   | FCC: 7/9<br>OCC: 6/11 | FCC: 10/14<br>OCC: 7/15 | FCC: 13/15<br>OCC: 14/17 | FCC: ?/9<br>OCC: ?/8 |
| How does the data support the program goals? Elaborate.   | The data shows that the programs (OCC and FCC) enroll a good number of students (23 students on average). Students are required to pass PHB 1220 (Phlebotomy Theory) with a "C" or better to continue in the program. Student must then pass PHB 1222 (Phlebotomy Procedures) with a "C" or better to continue on to the second semester. Students who are not completers often fall below a "C" in either of those two courses and are removed from the program. This can be attributed to a variety of factors: poor attendance, |                       |                         |                          |                      |

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|  | <p>general disinterest, family issues, etc. Students who do complete the program have met the program goals as evidenced by the successful completion of the certification exam through the American Society for Clinical Pathology Board of Registry.</p>  |
| <p>What disaggregated data was reviewed?</p>   | <p>For Program Review, we looked at gender, enrollment status, race, and economically and/or academically disadvantaged.</p>  |
| <p>Were there gaps in the data? Please explain.</p>  | <p>The Phlebotomy program enrolls almost exclusively female students. Currently, phlebotomy is a female-dominated profession.</p>   |
| <p>What is the college doing to overcome any identifiable gaps?</p>  | <p>We are targeting groups with information on the benefits of being employed in “nontraditional by gender” areas. In 2017, we received a Special Populations Grant from ICCB that allowed us to create material/presentations for middle schoolers, administration, and counselors on the benefits of nontraditional careers.</p>  |
| <p>Are the students served in this program representative of the total student population? Please explain.</p> | <p><b>Gender:</b> In the Phlebotomy program, the majority of students are female (&gt;96%). IECC: 53% females and 47% males.<br/>         --Phlebotomy is a female-dominated field with relatively few males employed.<br/> <b>Race:</b> In the Phlebotomy program, the majority of students are white (&gt;94%). IECC: 94% of students are white.<br/> <b>Age:</b> In the Phlebotomy program, the average age range of students is 25-34. IECC: Majority of students are 25-34 years of age.<br/> <b>Economic Status:</b> In the Phlebotomy program, roughly 64% of the students are economically disadvantaged. IECC: 28% of students economically disadvantaged.<br/> <b>Enrollment Status:</b> In the Phlebotomy program, 22% of the students are enrolled fulltime. IECC: 22% of students are enrolled fulltime.</p> |
| <p>Are the students served in this program representative of the district population? Please explain.</p>      | <p><b>Gender:</b> 51% male and 49% female<br/>         --Phlebotomy program &gt;96% female<br/> <b>Race:</b> 95% white<br/>         -- Phlebotomy program &gt;94% white<br/> <b>Age:</b> &gt;55 years of age: 33%<br/>         -- Phlebotomy program average age range 25-34 years</p>  |
| <p><b>REVIEW RESULTS</b></p>   |   |
| <p><b>Action</b></p>   | <p><input checked="" type="checkbox"/> Continued with Minor Improvements<br/> <input type="checkbox"/> Significantly Modified<br/> <input type="checkbox"/> Placed on Inactive Status<br/> <input type="checkbox"/> Discontinued/Eliminated<br/> <input type="checkbox"/> Other (please specify)</p>  |
| <p><b>Summary Rationale</b><br/>         Please provide a brief rationale for the chosen action.</p>           | <p>Feedback from the Advisory Committee indicates that students are very well trained. This is also evidenced by the excellent pass rate on the certification exam through the American Society for Clinical Pathology Board of Registry. Through clinical site supervisors, we find that employer/potential employers are satisfied with the training students receive in our programs. The adjunct faculty who</p>  |



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|  | <p>lead each program are extremely qualified and passionate. The equipment/supplies are replaced with College or grant funds on a regular schedule. We continue to add clinical sites to give our students a broader array of choices and give them the opportunity to have sites that are closer in proximity to their home addresses. This, in turn, will encourage fulltime employment near their homes. We continue to assess program and course outcomes and make adjustments when needed.</p> |
| <p><b>Intended Action Steps</b><br/>What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p> | <p>Continue to evaluate the curriculum and make adjustments as needed.</p> <p>Purchase updated equipment/supplies for the program as deemed necessary by the instructors, advisory committee, and employers. Investigate additional clinical site locations for program students. Continue assessment at the program and courses levels. Investigate the possibility of an additional adjunct instructor at each site to help with workload and/or replace a non-returning adjunct.</p>             |



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| <b><i>Career &amp; Technical Education</i></b>  |                       |  |                         |  |
|---|-----------------------|--|-------------------------|--|
| <i>COLLEGE NAME:</i>  |                       | Illinois Eastern Community Colleges<br>Olney Central College   |                         |  |
| <i>FISCAL YEAR IN REVIEW:</i>   |                       | 2019   |                         |  |
| <b><i>PROGRAM IDENTIFICATION INFORMATION</i></b>  |                       |  |                         |  |
| <i>PROGRAM TITLE</i>  | <i>DEGREE OR CERT</i> | <i>TOTAL CREDIT HOURS</i>  | <i>6-DIGIT CIP CODE</i> | <i>LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE</i> |
| <b>Accounting</b>   | <b>D140</b>           | <b>63</b>  | <b>520302</b>           | <b>C142, C141</b>  |
| Address all fields in the template. If there are certificates and other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.   |                       |  |                         |  |
| <b>Program Objectives</b><br>What are the overarching objectives/goals of the program?  |                       | D140 Accounting (Outcomes created in FY2018)<br>1. Students will prepare accurate financial statements and tax documents.<br>2. Students will have a working knowledge of an automated software bookkeeping program, such as QuickBooks Premier.<br>3. Students will accurately demonstrate the differences between Job Order and Process Cost Accounting Systems.<br>a. 93.66% of students met or exceeded (2018)<br>b. 100% of students met or exceeded (2017)<br>4. Students will demonstrate communication skills appropriate to business and finance professions.<br>a. 100% of students met or exceeded (2018) |                         |  |
| To what extent are these objectives being achieved?   |                       | Generally, students are achieving accounting outcomes. See the above percentages.  |                         |  |
| <b>Past Program Review Action</b><br>What action was reported last time the program was reviewed?   |                       | Continue with Minor Improvements   |                         |  |
| <b><i>CTE PROGRAM REVIEW ANALYSIS</i></b>   |                       |  |                         |  |
| Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided. |                       |  |                         |  |
| List all pre-requisites for this program (courses, placement scores, etc.).   |                       | Appropriate Math and Reading score placements determined by Student Services using multiple measures.  |                         |  |

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| <p>Please list or attach all required courses (including titles) for completion of this program, including institution required courses (e.g. student success, first year, general education requirements, etc.).</p> | <p><u>First Semester</u></p> <p>ACC 2101 Financial Accounting 4</p> <p>BMG 1202 Business Math or College Level Math 4</p> <p>BUS 1101 Introduction to Business 3</p> <p>DAP 1201 Business Computer Systems 3</p> <p>ECN 2101 Principles of Macroeconomics<sup>1</sup> 3</p> <p align="right">Total 17</p>                               |  |
|   | <p><u>Second Semester</u></p> <p>ACC 2102 Managerial Accounting 4</p> <p>BMG 2103 Business Statistics 3</p> <p>ECN 2102 Principles of Microeconomics<sup>1</sup> 3</p> <p>ENG 1111 Composition I<sup>1</sup> 3</p> <p>PSY 1101 General Psychology I<sup>1</sup> 3</p> <p align="right">Total 16</p>                                     |  |
|   | <p><u>Third Semester</u></p> <p>ACC 1202 QuickBooks I 2</p> <p>ACC 2121 Cost Accounting 3</p> <p>ACC 2241 Federal Tax Accounting 3</p> <p>BUS 2101 Business Law I 3</p> <p>BUS 2105 Business Finance 3</p> <p align="right">Total 14</p>  |  |
|   | <p><u>Fourth Semester</u></p> <p>ACC 1203 QuickBooks II 2</p> <p>ACC 1204 Certified Professional Bookkeeper OR Elective 3</p> <p>ACC 2298 Internship 2</p> <p>BMG 2204 Human Resource Management 3</p> <p>BUS 2102 Business Law II 3</p> <p>SPE 1101 Fundamentals of Effective Speaking<sup>1</sup> 3</p> <p align="right">Total 16</p> |  |
|   | <p><b>Total Degree Hours 63</b></p>   |  |
|   | <p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>   | <p>All curriculum is approved and reviewed by the advisory council. This council recommends the overload amount.</p>   |
|   | <p><b>INDICATOR 1: NEED</b></p>   | <p><b>RESPONSE</b></p>   |
|   | <p>1.1 How strong is the occupational demand for the program?</p>   | <p>Employment of accountants and auditors is projected to grow 10 percent from 2016 to 2026, faster than the average for all occupations. Globalization, a growing economy, and a complex tax and regulatory environment are expected to continue to lead to a strong demand for accountants and auditors.</p> |

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| 1.2 How has demand changed in the past five years, and what is the outlook for the next five years?  | The outlook is faster growth than the national average according to US Dept. Of Labor statistics. In general, employment growth of accountants and auditors is tied to the health of the overall economy. As the economy grows, these workers will continue to be needed to prepare and examine financial records. Also, as more companies go public, there will be a greater need for public accountants to handle the legally required financial documentation. |
| 1.3 What is the district and regional need?  | Regional demand is good with continued growth in health care and tied demand for accounting and bookkeeping professionals.<br>Illinois 56,080 60,430 +8% 5,510  |
| 1.4 How are students recruited for this program?   | College fairs, local advertisements, recruiting from local high schools, internal recruiting, social media marketing, and local business relationships.   |
| 1.5 Where are students recruited from?   | GED 23.08%, Flora 9.86%, Richland county 9.05%, Newton 8.18%  |
| 1.6 Did the review of the program need result in actions or modifications? Please explain.   | Minor improvements in outcomes, online teaching methods, and equipment updates such as computers and lecture capture videos.  |
| <b>INDICATOR 2:<br/>COST EFFECTIVENESS</b>   | <b>RESPONSE</b>   |
| 2.1 What are the costs associated with this program?   | \$92,611.01 cost of instruction and supplies for 2019 school year<br>D140: Spring 2019 204.5 FTE, Fall 2018 243 FTE<br>447.5 total FTE accounting 2019<br>\$206.69 unit cost for Accounting 2019 school year  |
| 2.2 How do costs compare to other programs on campus?  | The accounting program is slightly higher than other CTE programs which can be attributed to the higher instructor cost. These costs are in line with other costs and do not need adjustments at this time.<br>Accounting \$ 206.69<br>Bus & Serv \$ 205.70<br>Tech \$ 194.90   |
| 2.3 How is the college paying for this program and its costs (e.g., grants, etc.)?   | State funding, tuition, local property taxes, Perkins grants, and local donations.  |
| 2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain. | N/A   |
| 2.5 Did the review of program cost result in any actions or modifications? Please explain.   | N/A   |
| <b>INDICATOR 3: QUALITY</b>  | <b>RESPONSE</b>   |

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| <p>3.1 What are the program's strengths?</p>  | <p>Employment outlook, high-quality instruction, online course flexibility, and completion rates.</p> <p>Advisory Committee information, input, and recommendations:<br/>Discussed OCC recruitment efforts in high schools. Including accounting competitions that would bring area high school students to OCC to compete individually, and as a team, for scholarships. Discussed how OCC can better serve students with job placement through the internship classes. Considered adding another certificate to the accounting program, Accounting for Hospitals. Since hospitals have unique accounting procedures and jobs in the medical field are available, a certificate in this area would be beneficial to students and employers. The accounting program has been at IECC over 25+ years. Articulation 2+2 agreements have been developed with McKendree University, Franklin University, and Southern Illinois University. The Certified Professional Bookkeeper Program and QuickBooks Program with QuickBooks Certification have been added to the original accounting program in the last three years. This program is a good offering for non-traditional students.</p> <p>Currently, students are not required to register and pass the Professional Bookkeeper certified exam as it is not necessary for employment. The American Institute of Professional Bookkeepers (AIPB) offers this certification test at Sylvan Learning Centers to help students demonstrate their competency in subject matter to aid in the employment search. New legislation will require all occupation titled bookkeepers to become certified and to maintain their credentials with CEU's required as well.</p> <p>Olney Central College consistently makes changes to the accounting program to accommodate our students' needs. There are several options available to OCC accounting students. Students can obtain an Associate's degree, transfer to a four-year institution for a Bachelor's degree, and obtain the QuickBooks Certificate, Professional Bookkeeper Certificate, AIPB Certification, and QuickBooks Certification.</p> |
| <p>3.2 What are the identified or potential weaknesses of the program?</p>  | <p>Declining enrollment mirrors the declining enrollment district-wide.</p>   |
| <p>3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?</p> | <p>Traditional, hybrid, and fully online delivery.</p>  |
| <p>3.4 How does this program fit into a career pathway?</p>   | <p>Pathway to bookkeeper, data entry, office assistant, accountant, and transfer possibilities with articulation agreements for full CPA status.</p>  |

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| <p>3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?</p>   | <p>Video capture of lectures online. Instructors have transferred all face-to-face lectures to video for the implementation of online courses and online content. The instructors have lead innovation for online course design and online teaching methods presenting findings at local and national conferences.</p>  |
| <p>3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p>  | <p>Yes, some students take Introduction to Business as a dual credit course. Richland County High school</p>  |
| <p>3.7 What work-based learning opportunities are available and integrated into the curriculum?</p>   | <p>Field trips to local businesses. Accounting internship at local businesses.</p>  |
| <p>3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g., automotive technology, NATEF).</p> | <p>N/A</p>  |
| <p>3.9 Are industry-recognized credentials offered? If so, please list.</p>   | <p>N/A</p>  |
| <p>3.10 Is this an apprenticeship program? If so, please elaborate.</p>   | <p>no</p>   |
| <p>3.11 If applicable, please list the licensure examination pass rate.</p>   | <p>N/A</p>  |
| <p>3.12 What current articulation or cooperative agreements/initiatives are in place for this program?</p>  | <p>Ball State University<br/>           Eastern Illinois University<br/>           Franklin University<br/>           Hospitality Business Alliance<br/>           Illinois State University<br/>           Indiana State University<br/>           Indiana Wesleyan University<br/>           Lakeview College<br/>           McKendry University<br/>           Murray State University<br/>           Palmer College of Chiropractic<br/>           Saint Mary-of-the-Woods College<br/>           Southern Illinois University - Carbondale<br/>           Southern Illinois University - Edwardsville<br/>           Southern Indiana Career and Technical Center<br/>           St. John's College Department of Nursing<br/>           University of Evansville<br/>           University of Illinois at Urbana-Champaign<br/>           University of Southern Indiana<br/>           Vincennes University<br/>           Western Illinois University</p> |
| <p>3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?</p>   | <p>Increased partnership with Franklin University with full 2+2 articulation and full pathway to bachelor degree locally.</p>   |

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| 3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.   | 12:1  |
| 3.15 What professional development or training is available to adjunct and full-time faculty that may increase the quality of this program?                  | Full-time faculty have access to local and institutional professional development, <i>Go2Knowledge</i> online professional development, and funding for self-selected professional development, including funding for travel and registration of conferences. |
| 3.16 What is the status of the current technology and equipment used for this program?   | Very good. Computers are updated every five years. Bandwidth is on schedule for improvement. Software is updated regularly. Chairs and desks are new.   |
| 3.17 What assessment methods are used to ensure student success?   | Pre and post-test analysis. Student surveys. Quantitative and Qualitative data analysis. See the attached assessment report   |
| 3.18 How satisfied are students with their preparation for employment?   | 100% of students surveyed are satisfied with their preparation for employment   |
| 3.19 How is student satisfaction information collected?  | Student survey.   |
| 3.20 How are employers engaged in this program? (e.g., curriculum design, review, placement, work-based learning opportunities)                              | Employers are included in the Advisory Council. Employers often give presentations in class as guest speakers. Students regularly attend field trips to local employers.  |
| 3.21 How often does the program advisory committee meet?   | Once a semester   |
| 3.22 How satisfied are employers in the preparation of the program's graduates?  | Employers state they are satisfied with job preparation.  |
| 3.23 How is employer satisfaction information collected?   | Feedback from the advisory council.   |
| 3.24 Did the review of program quality result in any actions or modifications? Please explain.   | Students demonstrated an 88.1% satisfaction rating (2019) with equipment and facilities for the program. We will work on improving technology, equipment needs, and facility updates.   |
| List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc. |   |
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***DATA ANALYSIS FOR CTE PROGRAM REVIEW***

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| Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent five-year longitudinal data available. |  |                          |                          |                          |                          |
|---|--|--------------------------|--------------------------|--------------------------|--------------------------|
| <i>CTE PROGRAM</i>  | <b>D140, C141, C142 Accounting, Quickbooks, Professional Bookkeeper</b>  |                          |                          |                          |                          |
| <i>CIP CODE</i>   | <b>520302</b>  |                          |                          |                          |                          |
|   | <i>YEAR 1<br/>(2015)</i>   | <i>YEAR 2<br/>(2016)</i> | <i>YEAR 3<br/>(2017)</i> | <i>YEAR 4<br/>(2018)</i> | <i>YEAR 5<br/>(2019)</i> |
| <i>NUMBER OF STUDENTS ENROLLED</i>  | 30   | 24                       | 23                       | 18                       | 22                       |
| <i>NUMBER OF COMPLETERS</i>   | 9  | 9                        | 7                        | 1                        | 20                       |
| <i>OTHER (PLEASE IDENTIFY)</i>  | 4/5 C141<br>4/4 C142   | 6/7 C141<br>5/5 C142     | 4/6 C141<br>4/4 C142     | 1/2 C141<br>1/3 C142     | 0 C141<br>1 C142         |
| How does the data support the program goals? Elaborate.   | The data demonstrate much lower completion rates than our other academic programs. The data also shows declining enrollment. The enrollment is on average with college enrollment decline and state averages. Students who do complete are moving onto transfer programs or finding employment opportunities. The college will identify strategies to increase student support and thus increase completion rates. |                          |                          |                          |                          |
| What disaggregated data was reviewed?   | Gender, Ethnicity, Legacy education background, Student types (first time, returning, transfer students)   |                          |                          |                          |                          |
| Were there gaps in the data? Please explain.  | Yes. Five-year averages of 87% female to 13% male; 97% white, 3% Latino,   |                          |                          |                          |                          |
| What is the college doing to overcome any identifiable gaps?  | College is working with the office of the OCCRL to offset enrollment discrepancies through marketing and professional development opportunities.   |                          |                          |                          |                          |
| Are the students served in this program representative of the total student population? Please explain.   | No, the gender data skews female.  |                          |                          |                          |                          |
| Are the students served in this program representative of the district population? Please explain.  | Concerning ethnicity yes. Concerning gender no.  |                          |                          |                          |                          |
| <b>REVIEW RESULTS</b>   |  |                          |                          |                          |                          |
| <b>Action</b>   | <input checked="" type="checkbox"/> Continued with Minor Improvements<br><input type="checkbox"/> Significantly Modified<br><input type="checkbox"/> Placed on Inactive Status<br><input type="checkbox"/> Discontinued/Eliminated<br><input type="checkbox"/> Other (please specify)  |                          |                          |                          |                          |



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| <p><b>Summary Rationale</b><br/>Please provide a brief rationale for the chosen action.</p>   | <p>The accounting program is one of the oldest programs at IECC. The data shows a decline in enrollment that matches other programs and state trends. The district, college, and program should develop an enrollment management and marketing plan to recruit enough students to respond to the increased market demand. From the disaggregated data, the program needs to encourage the recruitment of males. Other minor actions include exploring new technologies for Accounting classrooms and examining retention rates more closely.</p> |
| <p><b>Intended Action Steps</b><br/>What are the action steps resulting from this review? Please detail a timeline and dates for each step.</p> | <ol style="list-style-type: none"><li>1. Identifying technological needs for Accounting classrooms;</li><li>2. Implementing new technologies in Accounting classrooms;</li><li>3. Develop an enrollment plan to offset the decline – Program specific and college specific.</li><li>4. CTE faculty will work with students to help find job openings, job placement, and administer the CTE Follow-Up survey.</li><li>6. Hire additional adjunct instructors to lighten the teaching load of instructors.</li></ol>                              |

**Academic Disciplines Review Instrument: Program Review/FY 2017-2021**

| <b><i>Academic Disciplines</i></b>  |   |
|---|---|
| <i>COLLEGE NAME:</i>  | Illinois Eastern Community Colleges (IECC)—Frontier Community College (FCC), Lincoln Trail College (LTC), Olney Central College (OCC), and Wabash Valley College (WVC)  |
| <i>FISCAL YEAR IN REVIEW:</i>   | 2019  |
| <i>DISCIPLINE AREA:</i>   | Life & Physical Sciences  |
| <b><i>REVIEW SUMMARY</i></b>  |   |
| Complete this section to review the Academic Discipline as a whole. Use the Course Specific Review portion of this template for each course reviewed in the Discipline. |   |
| <p><b>Program Objectives</b><br/>What are the objectives/goals of the discipline?</p>   | <p>Life &amp; Physical Sciences contributes to the IECC mission by creating well-rounded students who strengthen our communities. These courses increase scientific literacy, prepare students for transfer to four-year institutions, and provide foundational information to many career and technical programs.</p> <p>Life &amp; Physical Sciences has two program assessment objectives:</p> <ol style="list-style-type: none"> <li>1. Students will be able to apply the scientific method (using content specific to the course) to solve problems or conduct lab investigations by doing the following: develop a hypothesis through a well-designed experiment, and draw a conclusion based on the results.</li> <li>2. Students will demonstrate knowledge of the metric system by performing basic lab measurements, reporting measurements using proper units, and converting from English units to metric units, metric units to English units, and metric units to metric units.</li> </ol> |

**Academic Disciplines Review Instrument: Program Review/FY 2017-2021**

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| <p>To what extent are these objectives being achieved?</p>                                 | <p>Program assessment and student success results indicate that IECC is adding to and improving student learning and meeting program objectives.</p> <p>Assessment results from 2017-18 show that 64% and 84% of students met or exceeded the scientific method outcome for life and physical sciences, respectively. Additionally, 70% and 88% of students met or exceeded the metric system outcome in life and physical sciences.</p> <p>Student success rates are also high. In review years 1-3 (2014, 2015, and 2016), all courses with enrollment experienced student success rates—measured as the percentage of students earning a C or better—at 70% or higher. In years 4 (2017) and 5 (2018), 13 courses experienced success rates less than 70%; however, enrollment in all 13 courses was exceptionally low with as few as 2 students in some cases and rarely as many as 6 students. Enrollment this low makes the percentages for one given year less meaningful. When reviewing student success results for each of these courses aggregated during the review period, student success rates are more encouraging.</p> |
| <p>How does this discipline contribute to other fields and the mission of the college?</p> | <p>Life &amp; Physical Sciences contributes to IECC general education, with many of its courses approved for the IAI general education core curriculum. Life &amp; Physical Sciences prepares students for transfer degrees and also contributes to many career and technical programs.</p>   |

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| <p><b>Prior Review Update</b><br/>Describe any quality improvements or modifications made since the last review period.</p> | <p>Since the last review, IECC increased access to Life &amp; Physical Science offerings, improved instrumentation, renovated laboratories, and improved teaching and learning through faculty development.</p> <p><b>Increased Access.</b> Two initiatives increased access to science courses at IECC. The number of online and hybrid courses in chemistry, life sciences, and physics increased substantially since the last review. Additionally, LTC and OCC developed distance learning partnerships to improve the diversity of chemistry and physics offerings.</p> <p><b>Lab Improvements.</b> Chemistry lab improvements occurred at LTC, OCC, and WVC, including (although not necessarily at each College) cosmetic modifications (new flooring, paint, and hard surfaces) and structural and equipment modifications (fixtures, instrumentation, and chemical cabinets). WVC purchased new cadaver tables to improve appropriate storage and management of cadavers used in Anatomy &amp; Physiology courses. The tables increase viewing access for students, are more mobile than past tables, and allow for easy drainage of fluids.</p> <p><b>Faculty Development.</b> Since the last review, Life &amp; Physical Science faculty attended various conferences or seminars to learn alternate teaching styles and stay current in their subject matters.</p> |
|---|--|

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| <p><b>REVIEW ANALYSIS</b></p> <p>Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p> |  |
|--|--|

| <b>Indicator 1: Need</b>  | <b>Response</b>  |
|---|--|
| <p>1.1 What mechanisms are in place to determine programmatic needs/changes for AA, AS, AFA, and AES academic programs? How are programmatic needs/changes evaluated by the curriculum review committee and campus academic leadership?</p> | <p>IECC participates in the Illinois Articulation Initiative (IAI), which approved many of its Life &amp; Physical Science courses. Through IAI, faculty and deans review syllabi and submit modifications to master and course syllabi to state-wide faculty-led panels for approval and articulation with baccalaureate institutions in Illinois. Additionally, IECC articulates its courses with various Indiana institutions, including, but not limited to, Indiana State University, University of Evansville, and University of Southern Indiana, and Vincennes University</p> <p>Master syllabi reviews start with faculty and deans at each of the four Colleges. The district reviews master course syllabi on a rotating basis. All recommendations for changes to courses are reviewed by the Deans Committee.</p> |

**Academic Disciplines Review Instrument: Program Review/FY 2017-2021**

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| 1.2 How are students informed or recruited for this program? | Many Life & Physical sciences courses fulfill IAI general education requirements. Students enroll in these courses in consultation with advisors. A district-wide recruiter and individual college recruiters recruit students, highlighting programs of study. Students interested in Life & Physical Sciences majors enroll in the AS or ASA option. |
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| <b>INDICATOR 2: COST EFFECTIVENESS</b>  | <b>RESPONSE</b>  |
|---|--|
| 2.1 What are the costs associated with this discipline?   | Faculty salaries represent the most substantial cost in providing Life & Physical Sciences courses. Total faculty instructional cost for these courses is \$972,036 (\$133,183.00 for FCC, \$231,795.71 for LTC, \$234,709.59 for OCC, and \$372,350.75 for WVC). The cost per credit hour for this discipline is \$114.02.  |
| 2.2 What steps can be taken to offer curricula more cost-effectively?   | IECC piloted distance learning between two of its colleges offering chemistry and physics courses for those sections with low enrollment. The District seeks to expand the use of distance learning for other low enrollment courses in the sciences.  |
| 2.3 Is there a need for additional resources?   | Although IECC made substantial changes to some labs since the last review, needs still exist for further modifications that allow for technology, collaborative and engaged learning environments, distance learning, and safety. OCC reports the need for a greenhouse to enhance life science labs.  |
| <b>INDICATOR 3: QUALITY</b>   | <b>RESPONSE</b>  |
| 3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible-scheduling, accelerated, team teaching, etc.)?    | Life & Physical Science course offerings occur face-to-face, online, and hybrid across the district. During 2018-19, LTC and OCC piloted distance learning opportunities. Beginning with 2019-20, students have opportunities to earn honors credit in science courses.  |
| 3.2 If the college delivers the course in more than one method, does the college compare success rates of each delivery method? If so, how? | The district compares success rates between each delivery method. From 2014 to 2018, success rates for traditional, online, and hybrid instructional methods were 78, 70, and 81%, respectively within the physical and life sciences discipline. Since fully online courses showed lower success rates than in-person or hybrid courses, students will need additional support to ensure success in the online environment. As a result, the faculty suggest adding components to CIS 1104: Introduction to online learning to teach students how to be self-regulated learners, be proactive, manage time effectively, and set goals. The faculty also suggest that student learning assessment be increased at the course level and disaggregated by delivery method to show success related to various outcomes. |

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| <p>3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?</p> | <p>Instructors teaching IAI general education Life &amp; Physical Science courses assess student learning each semester. Deans at each college observe instruction of all full-time and adjunct instructors on a rotating schedule. Deans observe full-time faculty once per year until instructors earn tenure, then once every other year after faculty obtain tenure. Deans observe all adjunct instructors once the first semester of instruction with each college, then once every nine semesters. Observations include an evaluation of class structure, methods, teacher-student interaction, and content. Additional items covered by the evaluation tool include regulatory responsibilities, professional development, and program and college involvement. Faculty and deans meet face-to-face for follow-up meetings after observations.</p>                        |
| <p>3.4 How does the discipline identify and support at-risk students?</p>   | <p>Each college employs a Retention Coordinator, who monitors progress reports. Faculty submit progress reports for students with poor attendance and/or academic progress. Retention coordinators meet with students individually to discuss challenges preventing them academic success. The progress report system successfully mitigates issues within a semester; however, each campus also has methods to prevent these challenges. New student orientation and pathways courses provide students with the tools to be successful in higher education. Three IECC Colleges have Learning Skills Centers, offering academic testing and proctoring, tutoring, computer access, and study hours. District-wide, students may participate in TRiO Student Support Services, which also offers support services, particularly to first-generation and low-income students.</p> |
| <p>3.5 To what extent is the discipline integrated with other instructional programs and services?</p>                        | <p>Advising and faculty work together to ensure students take appropriate science coursework per the students' intended program of study. Faculty work with Retention Coordinators to identify at-risk students. Faculty, Retention Coordinators, and Learning Skills Directors work to identify necessary resources (tutoring, peer editing, study skills). Life &amp; Physical Sciences faculty work with faculty from other disciplines, such as medical assistant, medical records, nursing, and others, to ensure students have foundational knowledge in their subject matters. In some cases, the district has created new courses (e.g. human anatomy for medical assistant majors) to accommodate other programs. Additionally, the Learning Resource Centers provide resources and instruction to support information literacy within the sciences.</p>                |
| <p>3.6 What does the discipline or department review when developing or modifying curriculum?</p>                             | <p>IECC reviews various documents and data prior to modifying curricula. Such sources may include, but are not limited to, IAI standards and panel documentation, master syllabi, course and general education assessment results, student course reviews, enrollment trends within the discipline, and course and program success rates.</p>  |

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3.7 When a course has low retention and/or success rates, what is the process to address these issues?

IECC attempts to prevent attrition by recommending pathways courses to students, checking prerequisites, academic testing, and advisement. The deans should consider increasing their response to high-risk courses to ensure students are getting adequate support.

### *LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THIS DISCIPLINE.*

Although much of the data and information provided for this review indicate high quality instruction at IECC in the Life & Physical Science disciplines, there are challenges and ongoing activities to be addressed:

- There is a need for increased communication between full-time faculty from each College and communication between full-time faculty and adjunct and dual credit faculty.
- Faculty reported lack of motivation from students, in terms of attendance and responsiveness in the classroom.
- IECC offers some science labs in a completely online environment. For chemistry, the American Chemical Society (ACS) does not recognize the use of virtual laboratory simulations as proper laboratory experience. It is not known if other professional organizations have provided commentary for online instruction in other life and physical science disciplines for which IECC offers online laboratories.
- Several chemistry courses will be considered and prepared for IAI approval.
- Benchmarks should be set for student success rates. For this review, IECC chose 70% as an acceptable success rate; however, this threshold will be further evaluated by IECC faculty.
- IECC should continue developing distance learning opportunities in the sciences between each of the four Colleges.
- Faculty recommended separating some courses so that the lecture and lab components are different courses (GEG 1103 was separated into GEG 1103, lecture and GEG 1104, lab since this review began).
- IECC should review how it gathers data for its program review process. In some instances, data indicated that there was no enrollment in some years; however, faculty reported that there were students enrolled and provided student success data for those years. Other discrepancies, such as credit hours generated, were also identified by faculty. Courses that faculty commented had incorrect data include: LSC 1102, PHY 1110, PHY 1120, PHY 1122, PHY 2110, PHY 2120, PHY 2122, and PSC 1112.
- Some chemistry labs need better ventilation, particularly for organic chemistry courses that may produce hazardous fumes.



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| <b>DATA ANALYSIS FOR ACADEMIC DISCIPLINES</b>   |  |                       |                       |                       |                       |
|---|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.                 |  |                       |                       |                       |                       |
| <b>ACADEMIC DISCIPLINE AREA</b>   | Life & Physical Sciences   |                       |                       |                       |                       |
| <b>COURSE TITLE</b>   | CHM 1120, Introductory Chemistry   |                       |                       |                       |                       |
| <b>COURSE DESCRIPTION</b>   | This course examines definitions, history, and theories of chemistry. Topics include atomic theory, bonding, mole concept, and stoichiometry. Also discussed are gas laws, solutions, and acid-base equilibrium. The course is recommended for non-science majors, nursing and allied health majors. Science credit is not granted for both CHM 1120 and CHM 1130. PREREQUISITES: PRE 0420 Intermediate Algebra or high school algebra. Lecture / Lab.   |                       |                       |                       |                       |
|   | <i>YEAR 1</i><br>2014  | <i>YEAR 2</i><br>2015 | <i>YEAR 3</i><br>2016 | <i>YEAR 4</i><br>2017 | <i>YEAR 5</i><br>2018 |
| <i>NUMBER OF STUDENTS ENROLLED</i>  | 129  | 119                   | 116                   | 98                    | 111                   |
| <i>CREDIT HOURS PRODUCED</i>  | 645  | 595                   | 580                   | 490                   | 555                   |
| <i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>  | 94%  | 91%                   | 89%                   | 88%                   | 84%                   |
| <i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>   | P1 902L  | P1 902L               | P1 902L               | P1 902L               | P1 902L               |
| <i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i>   | Enrollment in CHM 1120 varied between each review year, ranging from 98 in 2017 to 129 in 2014. Student success rates were high in all five years (94, 91, 89, 88, and 84% in 2014, 2015, 2016, 2017, and 2018, respectively); however, they show a downward trend.  |                       |                       |                       |                       |
| <i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i>  | Data reviewed include enrollment, credit hours produced, success rate, IAI and articulation status, applicability to programs of study, and location of offerings.   |                       |                       |                       |                       |
| <i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i>  | There are no gaps in the data.   |                       |                       |                       |                       |
| <b>ACADEMIC COURSE REVIEW RESULTS</b>   |  |                       |                       |                       |                       |
| <b>Intended Action Steps</b><br>Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates. | <p>Faculty report the need for more discussions and collaborations among full-time faculty across the district. These discussions can be held at yearly faculty meetings and workshops. Additionally, full-time faculty can be in discussion with adjunct and dual credit faculty via email communication and e-meetings such as Zoom.</p> <p>The District will continue improvements in distance learning offerings using new obtained technology and in adopting an atoms-first approach textbook as recommended by the American Chemical Society.</p> |                       |                       |                       |                       |

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| <b>Rationale</b><br>Provide a brief summary of the review findings and a rationale for any future modifications. | CHM 1120 satisfies the physical sciences requirement of the IAI general education core curriculum, benefiting students enrolled in the Associate in Science, Associate in Arts, Associate in Science & Arts, Associate in General Studies, and Certificate in General Studies programs. Additionally, the course is required in the Energy Technology and Process Technology programs. The course maintained the same IAI code (P1 902L, General Education Chemistry with Lab) in each of the five academic years. |
| <b>Resources Needed</b>  | OCC reports the need for improved laboratory space to make labs more efficient and to enhance student safety.  |
| <b>Responsibility</b><br>Who is responsible for completing or implementing the modifications?                    | The CAO and deans can facilitate collaboration between faculty, faculty will continue to advance the atoms-first text approach, and faculty and deans at their respective Colleges will identify laboratory improvements.  |

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| <b>DATA ANALYSIS FOR ACADEMIC DISCIPLINES</b>   |   |                          |                          |                          |                          |
|---|---|--------------------------|--------------------------|--------------------------|--------------------------|
| Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available. |   |                          |                          |                          |                          |
| <b>ACADEMIC DISCIPLINE AREA</b>   | Life & Physical Sciences  |                          |                          |                          |                          |
| <b>COURSE TITLE</b>   | CHM 1124, Elementary Organic and Biochemistry   |                          |                          |                          |                          |
| <b>COURSE DESCRIPTION</b>   | This course deals with the rudiments of organic and biological chemistry for students in nursing and health-related professions and some pre-professional programs. The course also meets general education requirements for graduation. PREREQUISITE: CHM 1120 Introductory Chemistry, or CHM 1130 General Chemistry I, or consent of instructor. Lecture / Lab.   |                          |                          |                          |                          |
|   | <i>YEAR 1</i><br>2014   | <i>YEAR 2</i><br>2015    | <i>YEAR 3</i><br>2016    | <i>YEAR 4</i><br>2017    | <i>YEAR 5</i><br>2018    |
| <i>NUMBER OF STUDENTS ENROLLED</i>  | 7   | 0                        | 0                        | 0                        | 8                        |
| <i>CREDIT HOURS PRODUCED</i>  | 35  | 0                        | 0                        | 0                        | 40                       |
| <i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>                                  | 100%  | N/A                      | N/A                      | N/A                      | 50%                      |
| <i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>   | EIU<br>Il. State<br>SIUE  | EIU<br>Il. State<br>SIUE | EIU<br>Il. State<br>SIUE | EIU<br>Il. State<br>SIUE | EIU<br>Il. State<br>SIUE |
| <i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i>   | Enrollment in CHM 1124 is very low due to lack of demand. Two review years saw enrollment (7 students in 2014 and 8 students in 2018); the remaining three review years (2015, 2016, and 2017) had no enrollment. Success rates in the two years with enrollment varied greatly—100% in 2014 and 50% in 2018.   |                          |                          |                          |                          |
| <i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i>  | Data reviewed include enrollment, credit hours produced, success rate, IAI and articulation status, applicability to programs of study, and location of offerings.  |                          |                          |                          |                          |
| <i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i>  | Gaps in data exist in three review years due to low course enrollment. The lack of demand for this course may be due to a lack of majors such as pre-veterinarian, pre-veterinarian tech, and pre-BSN) students.<br><br>Success rates for this course were low in one review year; however, low enrollment makes success rates difficult to assess. It is unclear whether any trends exist in the data; however, aggregate data for the entire review year are more reasonable. |                          |                          |                          |                          |
| <b>ACADEMIC COURSE REVIEW RESULTS</b>   |   |                          |                          |                          |                          |
| <b>Intended Action Steps</b><br>Please detail action steps to be completed in the future based on this review with a                    | OCC will continue pursuing IAI approval for this course. The master syllabus needs updated for submission to the IAI panel.   |                          |                          |                          |                          |

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| <p>timeline and/or anticipated dates.</p>  |  |
| <p><b>Rationale</b><br/>Provide a brief summary of the review findings and a rationale for any future modifications.</p> | <p>CHM 1124 is intended for transfer students majoring in the sciences. This course does not meet IAI or general education requirements. It struggles for enrollment; however, this may be a course that all four Colleges can partner to offer through distance-learning opportunities.</p> |
| <p><b>Resources Needed</b></p>   | <p>Faculty recommend seeking IAI approval for this course, requiring information and support from respective deans.</p>  |
| <p><b>Responsibility</b><br/>Who is responsible for completing or implementing the modifications?</p>                    | <p>OCC faculty and dean will continue pursuing IAI approval for this course.</p>   |

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| <b><i>DATA ANALYSIS FOR ACADEMIC DISCIPLINES</i></b>  |   |                        |                        |                        |                        |
|---|---|------------------------|------------------------|------------------------|------------------------|
| Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available. |   |                        |                        |                        |                        |
| <b><i>ACADEMIC DISCIPLINE AREA</i></b>  | Life & Physical Sciences  |                        |                        |                        |                        |
| <b><i>COURSE TITLE</i></b>  | CHM 1130, General Chemistry I   |                        |                        |                        |                        |
| <b><i>COURSE DESCRIPTION</i></b>  | This course introduces evidence for the components of the atom and an in-depth study of modern atomic theory based on atomic spectra. Other topics include the chemical bond, stoichiometry, electrolysis, kinetic molecular theory, thermochemistry changes of state, solutions, and redox. Science credit not granted for both CHM 1130 and CHM 1120. PREREQUISITE: High school chemistry or CHM 1120 Introductory Chemistry, three years of high school mathematics or MTH 1102 College Algebra, or consent of the instructor. Lecture / Lab.  |                        |                        |                        |                        |
|   | <i>YEAR 1<br/>2014</i>  | <i>YEAR 2<br/>2015</i> | <i>YEAR 3<br/>2016</i> | <i>YEAR 4<br/>2017</i> | <i>YEAR 5<br/>2018</i> |
| <i>NUMBER OF STUDENTS ENROLLED</i>  | 65  | 63                     | 101                    | 136                    | 96                     |
| <i>CREDIT HOURS PRODUCED</i>  | 325   | 315                    | 463                    | 680                    | 480                    |
| <i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>                                  | 94%   | 96%                    | 95%                    | 91%                    | 84%                    |
| <i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>   | P1 902L   | P1 902L                | P1 902L                | P1 902L                | P1 902L                |
| <i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i>   | Enrollment in CHM 1130 varied between review years, ranging from 63 in 2015 to 136 in 2017. Success rates remained high in all five review years (94, 96, 95, 91, and 84% in 2014, 2015, 2016, 2017, and 2018, respectively). The last year (2018) saw the sharpest decline in success rates. It is unclear if this is a trend that should be watched or a one-year occurrence. Additionally, OCC chemistry faculty use the ACS standardized final exam in this course. During the four years of this review, 76% of all students taking the exam scored in the top 50 <sup>th</sup> percentile, 63% of students scored in the 70 <sup>th</sup> percentile, and 22% of students scored above the 80 <sup>th</sup> percentile, based on national data. |                        |                        |                        |                        |
| <i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i>  | Data reviewed include enrollment, credit hours produced, success rate, ACS standardized final exam data, IAI and articulation status, applicability to programs of study, and location of offerings.  |                        |                        |                        |                        |
| <i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i>  | There are no gaps in the data.  |                        |                        |                        |                        |
| <b><i>ACADEMIC COURSE REVIEW RESULTS</i></b>  |   |                        |                        |                        |                        |

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| <p><b>Intended Action Steps</b><br/>Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p> | <p>Faculty are currently pursuing IAI approval for this course. Faculty recommend separating lecture and lab components of the course, which will allow IECC to have the required 2 hours and 40 minutes of laboratory time. This model is consistent with many other Illinois colleges and universities. Faculty are preparing new master syllabi to implement this change.</p>  |
| <p><b>Rationale</b><br/>Provide a brief summary of the review findings and a rationale for any future modifications.</p>  | <p>CHM 1130 satisfies the physical science requirement of the IAI general education core curriculum, benefiting students enrolled in the Associate in Science, Associate in Arts, Associate in Science &amp; Arts, Associate in General Studies, and Certificate in General Studies programs. The course also benefits students majoring in science disciplines who plan to transfer to four-year institutions. The course maintained the same IAI code (P1 902L, General Education Chemistry with Lab) in each of the five academic years.</p> |
| <p><b>Resources Needed</b></p>  | <p>No additional resources are required for this course.</p>  |
| <p><b>Responsibility</b><br/>Who is responsible for completing or implementing the modifications?</p>   | <p>Faculty and deans are responsible for IAI approvals.</p>   |

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| <b>DATA ANALYSIS FOR ACADEMIC DISCIPLINES</b>   |  |                          |                          |                          |                          |
|---|--|--------------------------|--------------------------|--------------------------|--------------------------|
| Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available. |  |                          |                          |                          |                          |
| <b>ACADEMIC DISCIPLINE AREA</b>   | Life & Physical Sciences   |                          |                          |                          |                          |
| <b>COURSE TITLE</b>   | CHM 1132, General Chemistry II   |                          |                          |                          |                          |
| <b>COURSE DESCRIPTION</b>   | The course includes chemical kinetics, equilibria, acid-base concepts, thermodynamics, electrochemistry and nuclear chemistry. The descriptive chemistry of each family is covered, together with a discussion of the transition elements. The course concludes with a study of organic chemistry. PREREQUISITE: CHM 1130 General Chemistry I or consent of instructor. Lecture / Lab.   |                          |                          |                          |                          |
|   | <i>YEAR 1</i><br>2014  | <i>YEAR 2</i><br>2015    | <i>YEAR 3</i><br>2016    | <i>YEAR 4</i><br>2017    | <i>YEAR 5</i><br>2018    |
| <i>NUMBER OF STUDENTS ENROLLED</i>  | 32   | 33                       | 16                       | 38                       | 46                       |
| <i>CREDIT HOURS PRODUCED</i>  | 160  | 165                      | 80                       | 190                      | 230                      |
| <i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>                                  | 96%  | 94%                      | 100%                     | 94%                      | 84%                      |
| <i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>   | EIU<br>Il. State<br>SIUE   | EIU<br>Il. State<br>SIUE | EIU<br>Il. State<br>SIUE | EIU<br>Il. State<br>SIUE | EIU<br>Il. State<br>SIUE |
| <i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i>   | <p>Enrollment in CHM 1132 varied between review years, ranging from 16 students in 2016 to 46 students in 2018. Student success rates remained high in all five review years (96, 94, 100, 94, and 84% in 2014, 2015, 2016, 2017, and 2018, respectively). The last year (2018) saw the sharpest decline in success rates. It is unclear if this is a trend that should be watched or a one-year occurrence.</p> <p>OCC chemistry faculty use the ACS standardized final exam in this course. During the four years of this review, 69% of all students taking the exam scored in the top 50<sup>th</sup> percentile, 54% of students scored in the 70<sup>th</sup> percentile, and 17% of students scored above the 80<sup>th</sup> percentile, based on national data.</p> |                          |                          |                          |                          |
| <i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i>  | Data reviewed include enrollment, credit hours produced, success rate, IAI and articulation status, applicability to programs of study, and location of offerings.   |                          |                          |                          |                          |
| <i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i>  | There are no gaps in the data.   |                          |                          |                          |                          |
| <b>ACADEMIC COURSE REVIEW RESULTS</b>   |  |                          |                          |                          |                          |
| <b>Intended Action Steps</b><br>Please detail action steps to be completed in the future based on this review with a                    | Faculty are currently pursuing IAI approval for this course. Faculty recommend separating lecture and lab components of the course, which will allow IECC to have the required 2 hours and 40  |                          |                          |                          |                          |



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| timeline and/or anticipated dates.   | minutes of laboratory time. This model is consistent with many other Illinois colleges and universities. Faculty are preparing new master syllabi to implement this change.  |
| <b>Rationale</b><br>Provide a brief summary of the review findings and a rationale for any future modifications. | CHM 1132 is the second in a general chemistry sequence for students planning to transfer to four-year institutions. The course is articulated with three state universities. |
| <b>Resources Needed</b>  | No additional resources are needed for this course   |
| <b>Responsibility</b><br>Who is responsible for completing or implementing the modifications?                    | Faculty and deans are responsible for IAI approvals and separating lecture and labs into separate courses, if applicable.  |

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| <b>DATA ANALYSIS FOR ACADEMIC DISCIPLINES</b>   |  |                          |                          |                          |                          |
|---|--|--------------------------|--------------------------|--------------------------|--------------------------|
| Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.                 |  |                          |                          |                          |                          |
| <b>ACADEMIC DISCIPLINE AREA</b>   | Life & Physical Sciences   |                          |                          |                          |                          |
| <b>COURSE TITLE</b>   | CHM 2120, Organic Chemistry I  |                          |                          |                          |                          |
| <b>COURSE DESCRIPTION</b>   | Topics include structure, bonding, molecular properties, reactivity and nomenclature of alkanes, cycloalkanes, alkenes; stereochemistry, alkyl halides, reaction mechanisms, nucleophilic substitution and elimination, conjugated dienes, mass spectrometry; IR, NMR, and UV spectroscopy. PREREQUISITE: CHM 1132 General Chemistry II or consent of instructor. Lecture / Lab. |                          |                          |                          |                          |
|   | <i>YEAR 1</i><br>2014  | <i>YEAR 2</i><br>2015    | <i>YEAR 3</i><br>2016    | <i>YEAR 4</i><br>2017    | <i>YEAR 5</i><br>2018    |
| <i>NUMBER OF STUDENTS ENROLLED</i>  | 0  | 0                        | 0                        | 1                        | 11                       |
| <i>CREDIT HOURS PRODUCED</i>  | 0  | 0                        | 0                        | 5                        | 55                       |
| <i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>  | N/A  | N/A                      | N/A                      | 0%                       | 100%                     |
| <i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>   | EIU<br>Il. State<br>SIUE   | EIU<br>Il. State<br>SIUE | EIU<br>Il. State<br>SIUE | EIU<br>Il. State<br>SIUE | EIU<br>Il. State<br>SIUE |
| <i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i>   | CHM 2120 had no enrollment in 2014, 2015, and 2016. Enrollment varied greatly between 2017 (1 student) and 2018 (11 students). Student success rates also varied greatly—0% in 2017 and 100% in 2018; however, these percentages are misleading due to the low enrollment numbers.   |                          |                          |                          |                          |
| <i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i>  | Data reviewed include enrollment, credit hours produced, success rate, IAI and articulation status, applicability to programs of study, and location of offerings.   |                          |                          |                          |                          |
| <i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i>  | There are gaps in the data due to years without enrollment and variation in student success rates due to low enrollment in other years.  |                          |                          |                          |                          |
| <b>ACADEMIC COURSE REVIEW RESULTS</b>   |  |                          |                          |                          |                          |
| <b>Intended Action Steps</b><br>Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates. | Faculty are currently pursuing IAI approval for this course. Faculty recommend separating lecture and lab components of the course, which will allow IECC to have the required 2 hours and 40 minutes of laboratory time. This model is consistent with many other Illinois colleges and universities. Faculty are preparing new master syllabi to implement this change.        |                          |                          |                          |                          |
| <b>Rationale</b><br>Provide a brief summary of the review findings and a rationale for any future modifications.  | CHM 2120 is the first course in the organic chemistry sequence. The course benefits students who plan to transfer to four-year institutions, particularly those students majoring in the sciences. The course is articulated with three state universities. Student success rates by review year vary due to low enrollment;   |                          |                          |                          |                          |

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|   | however, both aggregate data and ACS data collected by instructors is encouraging.   |
| <b>Resources Needed</b>   | Faculty report the need for more substantial ventilation in chemistry labs.  |
| <b>Responsibility</b><br>Who is responsible for completing or implementing the modifications? | Faculty and deans are responsible for IAI approvals. Deans will work with their presidents to identify resources for better ventilation. |

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| <b>DATA ANALYSIS FOR ACADEMIC DISCIPLINES</b>   |   |                                  |                                  |                                  |                                  |
|---|---|----------------------------------|----------------------------------|----------------------------------|----------------------------------|
| Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available. |   |                                  |                                  |                                  |                                  |
| <b>ACADEMIC DISCIPLINE AREA</b>   | Life & Physical Sciences  |                                  |                                  |                                  |                                  |
| <b>COURSE TITLE</b>   | CHM 2122, Organic Chemistry II  |                                  |                                  |                                  |                                  |
| <b>COURSE DESCRIPTION</b>   | This is a continuation of CHM 2120 to include various functional groups and related synthesis and reaction mechanisms. Use of infrared and NMR in compound identification is studied. Topics include reactions and nomenclature of benzene, aromaticity and electrophilic aromatic substitution, organometallic compounds, alcohols, phenols and ethers, aldehydes and ketones, carboxylic acids and derivatives, dicarbonyl compounds, carbohydrates, amines, amino acids and proteins, heterocyclic compounds, and nucleic acids. PREREQUISITE: CHM 2120 Organic Chemistry I or equivalent. Lecture / Lab.  |                                  |                                  |                                  |                                  |
|   | <i>YEAR 1<br/>2014</i>  | <i>YEAR 2<br/>2015</i>           | <i>YEAR 3<br/>2016</i>           | <i>YEAR 4<br/>2017</i>           | <i>YEAR 5<br/>2018</i>           |
| <i>NUMBER OF STUDENTS ENROLLED</i>  | 8   | 4                                | 0                                | 0                                | 3                                |
| <i>CREDIT HOURS PRODUCED</i>  | 40  | 20                               | 0                                | 0                                | 15                               |
| <i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>                                  | 88%   | 100%                             | N/A                              | N/A                              | 50%                              |
| <i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>   | EIU<br>Il. State<br>SIUE<br>UIUC  | EIU<br>Il. State<br>SIUE<br>UIUC | EIU<br>Il. State<br>SIUE<br>UIUC | EIU<br>Il. State<br>SIUE<br>UIUC | EIU<br>Il. State<br>SIUE<br>UIUC |
| <i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i>   | <p>CHM 2122 enrollment varied between review years, ranging from 3 students in 2018 to 8 students in 2014. Two years—2016 and 2017—had no enrollment. Student success rates also varied (88, 100, and 50% in 2014, 2015, and 2018, respectively). Low enrollment numbers make assessment of percentages difficult within each year; however, aggregate data for all review years is more encouraging.</p> <p>OCC chemistry faculty use the ACS standardized final exam in this course. During the four years of this review, 88% of all students taking the exam scored in the top 50<sup>th</sup> percentile, 75% of students scored in the 70<sup>th</sup> percentile, and 50% of students scored above the 90<sup>th</sup> percentile, based on national data.</p> |                                  |                                  |                                  |                                  |
| <i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i>  | Data reviewed include enrollment, credit hours produced, success rate, IAI and articulation status, applicability to programs of study, and location of offerings.  |                                  |                                  |                                  |                                  |
| <i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i>  | N/A   |                                  |                                  |                                  |                                  |

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| <b><i>ACADEMIC COURSE REVIEW RESULTS</i></b>  |  |
|---|--|
| <b>Intended Action Steps</b><br>Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates. | Faculty are currently pursuing IAI approval for this course. Faculty recommend separating lecture and lab components of the course, which will allow IECC to have the required 2 hours and 40 minutes of laboratory time. This model is consistent with many other Illinois colleges and universities. Faculty are preparing new master syllabi to implement this change.  |
| <b>Rationale</b><br>Provide a brief summary of the review findings and a rationale for any future modifications.  | CHM 2122 is the second course in the organic chemistry sequence. The course benefits students who plan to transfer to four-year institutions, particularly those students majoring in the sciences. The course is articulated with three state universities. Student success rates by review year vary due to low enrollment; however, both aggregate data and ACS data collected by instructors is encouraging. |
| <b>Resources Needed</b>   | Faculty report the need for more substantial ventilation in chemistry labs.  |
| <b>Responsibility</b><br>Who is responsible for completing or implementing the modifications?   | Faculty and deans are responsible for IAI approvals. Deans will work with their presidents to identify resources for better ventilation.   |

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| <b>DATA ANALYSIS FOR ACADEMIC DISCIPLINES</b>   |   |                                  |                                  |                                  |                                  |
|---|---|----------------------------------|----------------------------------|----------------------------------|----------------------------------|
| Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.                 |   |                                  |                                  |                                  |                                  |
| <b>ACADEMIC DISCIPLINE AREA</b>   | Life & Physical Sciences  |                                  |                                  |                                  |                                  |
| <b>COURSE TITLE</b>   | EGR 1131 Engineering Graphics and Design  |                                  |                                  |                                  |                                  |
| <b>COURSE DESCRIPTION</b>   | Introduction to engineering design and graphics, including sketching, computer aided drafting, dimensioning, tolerancing, multi-view orthographic representations, auxiliary views, section views, and working drawings. Design concepts such as adding features to aid in product manufacturability will also be discussed. Finite analysis of some models will be performed. Students are required to use CAD in this course. |                                  |                                  |                                  |                                  |
|   | <i>YEAR 1</i><br>2014   | <i>YEAR 2</i><br>2015            | <i>YEAR 3</i><br>2016            | <i>YEAR 4</i><br>2017            | <i>YEAR 5</i><br>2018            |
| <i>NUMBER OF STUDENTS ENROLLED</i>  | 6   | 10                               | 0                                | 7                                | 0                                |
| <i>CREDIT HOURS PRODUCED</i>  | 18  | 30                               | 0                                | 21                               | 0                                |
| <i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>  | 100%  | 100%                             | N/A                              | 100%                             | N/A                              |
| <i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>   | EIU<br>Il. State<br>SIUE<br>UIUC  | EIU<br>Il. State<br>SIUE<br>UIUC | EIU<br>Il. State<br>SIUE<br>UIUC | EIU<br>Il. State<br>SIUE<br>UIUC | EIU<br>Il. State<br>SIUE<br>UIUC |
| <i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i>   | Enrollment in EGR 1131 varied by review year, ranging from 6 students in 2014 to 10 students in 2015. Two review years—2016 and 2018—had no enrollment. Student success rates were 100% in all three years with enrollment.   |                                  |                                  |                                  |                                  |
| <i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i>  | Data reviewed include enrollment, credit hours produced, success rate, IAI and articulation status, applicability to programs of study, and location of offerings.  |                                  |                                  |                                  |                                  |
| <i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i>  | There are gaps in data due to lack of enrollment in 2016 and 2018.  |                                  |                                  |                                  |                                  |
| <b>ACADEMIC COURSE REVIEW RESULTS</b>   |   |                                  |                                  |                                  |                                  |
| <b>Intended Action Steps</b><br>Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates. | Faculty reviewed master syllabi in Fall 2018 with minor recommendations.  |                                  |                                  |                                  |                                  |
| <b>Rationale</b><br>Provide a brief summary of the review findings and a rationale for any future modifications.  | EGR 1131 is a required course for the Manufacturing Design program. The course is articulated with four state universities, encouraging and facilitating the transfer process. Success rates for this course are very high.   |                                  |                                  |                                  |                                  |

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| <b>Resources Needed</b>   | No additional resources are required for this course.          |
| <b>Responsibility</b><br>Who is responsible for completing or implementing the modifications? | Master syllabi reviews and modifications are already complete. |



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| <b>DATA ANALYSIS FOR ACADEMIC DISCIPLINES</b>   |   |                       |                       |                       |                       |
|---|---|-----------------------|-----------------------|-----------------------|-----------------------|
| Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.                 |   |                       |                       |                       |                       |
| <b>ACADEMIC DISCIPLINE AREA</b>   | Life & Physical Sciences  |                       |                       |                       |                       |
| <b>COURSE TITLE</b>   | GEG 1101, Introduction to Physical Geography  |                       |                       |                       |                       |
| <b>COURSE DESCRIPTION</b>   | Emphasizes elements of the physical environment, including atmospheric, climatic, hydrologic and geologic processes; the spatial variations of these processes; and the inter-relationship between these processes and the human environment. Lecture / Lab. Variable. Repeatable 3 times.  |                       |                       |                       |                       |
|   | <i>YEAR 1</i><br>2014   | <i>YEAR 2</i><br>2015 | <i>YEAR 3</i><br>2016 | <i>YEAR 4</i><br>2017 | <i>YEAR 5</i><br>2018 |
| <i>NUMBER OF STUDENTS ENROLLED</i>  | 0   | 10                    | 11                    | 0                     | 0                     |
| <i>CREDIT HOURS PRODUCED</i>  | 0   | 30                    | 33                    | 0                     | 0                     |
| <i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>  | N/A   | 100%                  | 89%                   | N/A                   | N/A                   |
| <i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>   | P1 909  | P1 909                | P1 909                | P1 909                | P1 909                |
| <i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i>   | Students enrolled in GEG 1101 during 2015 and 2016. Each semester of enrollment included encouraging success rates (100 and 89%, respectively).   |                       |                       |                       |                       |
| <i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i>  | Data reviewed include enrollment, credit hours produced, success rate, IAI and articulation status, applicability to programs of study, and location of offerings.  |                       |                       |                       |                       |
| <i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i>  | GEG 1101 is historically offered at Wabash Valley College. Although WVC offered the course online in the past, during the current review years, the College only offered the course in a face-to-face format..  |                       |                       |                       |                       |
| <b>ACADEMIC COURSE REVIEW RESULTS</b>   |   |                       |                       |                       |                       |
| <b>Intended Action Steps</b><br>Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates. | WVC faculty reviewed and made recommendations for the master course syllabus in January 2019.   |                       |                       |                       |                       |
| <b>Rationale</b><br>Provide a brief summary of the review findings and a rationale for any future modifications.  | GEG 1101 satisfies the physical science requirement of the IAI general education core curriculum, benefiting students enrolled in the Associate in Science, Associate in Arts, Associate in Science & Arts, Associate in General Studies, and Certificate in General Studies programs. The course maintained the same IAI code (P1 909, Physical Geography) in each of the five academic years. |                       |                       |                       |                       |

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|   | GEG 1101 success rates were high in the two years with enrollment. The District should consider offering this course at all four Colleges as it benefits students in various programs. |
| <b>Resources Needed</b>   | No additional resources are needed at this time.   |
| <b>Responsibility</b><br>Who is responsible for completing or implementing the modifications? | Recommended modifications to the master syllabus are complete.   |

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| <b>DATA ANALYSIS FOR ACADEMIC DISCIPLINES</b>   |   |                       |                       |                       |                       |
|---|---|-----------------------|-----------------------|-----------------------|-----------------------|
| Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.                 |   |                       |                       |                       |                       |
| <b>ACADEMIC DISCIPLINE AREA</b>   | Life & Physical Sciences  |                       |                       |                       |                       |
| <b>COURSE TITLE</b>   | GEG 1102, World Geography   |                       |                       |                       |                       |
| <b>COURSE DESCRIPTION</b>   | This course covers the geographical structure of the world; natural, human, and cultural regional patterns of people; places and products, and their interrelations; and man's occupancy for the natural environmental regions of the world. This course uses both traditional and digital maps to complement these concepts. Lecture.  |                       |                       |                       |                       |
|   | <i>YEAR 1</i><br>2014   | <i>YEAR 2</i><br>2015 | <i>YEAR 3</i><br>2016 | <i>YEAR 4</i><br>2017 | <i>YEAR 5</i><br>2018 |
| <i>NUMBER OF STUDENTS ENROLLED</i>  | 79  | 21                    | 49                    | 68                    | 61                    |
| <i>CREDIT HOURS PRODUCED</i>  | 237   | 63                    | 147                   | 204                   | 183                   |
| <i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>  | 94%   | 93%                   | 91%                   | 93%                   | 95%                   |
| <i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>   | S4 900N   | S4 900N               | S4 900N               | S4 900N               | S4 900N               |
| <i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i>   | Enrollment in GEG 1102 varied between academic years, ranging from 21 in 2015 to 79 in 2014. Despite the variation in enrollment, success rates remained both consistent and high (94, 93, 91, 93, and 95% in 2014, 2015, 2016, 2017, and 2018, respectively).  |                       |                       |                       |                       |
| <i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i>  | Data reviewed include enrollment, credit hours produced, success rate, IAI and articulation status, applicability to programs of study, and location of offerings.  |                       |                       |                       |                       |
| <i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i>  | GEG 1102 is historically offered on all IECC College campuses, except Lincoln Trail College. The course is offered in face-to-face, hybrid, and online formats.   |                       |                       |                       |                       |
| <b>ACADEMIC COURSE REVIEW RESULTS</b>   |   |                       |                       |                       |                       |
| <b>Intended Action Steps</b><br>Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates. | WVC faculty reviewed and made recommendations for the master course syllabus in October 2018.   |                       |                       |                       |                       |
| <b>Rationale</b><br>Provide a brief summary of the review findings and a rationale for any future modifications.  | GEG 1102 satisfies the social and behavioral sciences requirement of the IAI general education core curriculum, benefiting students enrolled in the Associate in Science, Associate in Arts, Associate in Science & Arts, Associate in General Studies, and Certificate in General Studies programs. The course maintained the same IAI code (S4 900N, Introduction to Human Geography) in each of the five academic years. GEG 1102 success rates were high in the two |                       |                       |                       |                       |

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|   | years with enrollment. LTC began offering this course in Spring 2019 due to its benefit to students in various programs. |
| <b>Resources Needed</b>   | No additional resources are needed at this time.   |
| <b>Responsibility</b><br>Who is responsible for completing or implementing the modifications? | Recommended modifications to the master syllabus are complete.   |

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| <b>DATA ANALYSIS FOR ACADEMIC DISCIPLINES</b>   |  |                        |                        |                        |                        |
|---|--|------------------------|------------------------|------------------------|------------------------|
| Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.                 |  |                        |                        |                        |                        |
| <b>ACADEMIC DISCIPLINE AREA</b>   | Life & Physical Sciences   |                        |                        |                        |                        |
| <b>COURSE TITLE</b>   | GEG 1103, Introductory Meteorology   |                        |                        |                        |                        |
| <b>COURSE DESCRIPTION</b>   | This course will provide an introduction to atmospheric science leading to a better understanding of day-to-day weather, including frontal systems and severe storms. This course is lecture only; however, students may elect to pair it with GEG 1104 Introductory Meteorology Lab. Lecture.   |                        |                        |                        |                        |
|   | <i>YEAR 1<br/>2014</i>   | <i>YEAR 2<br/>2015</i> | <i>YEAR 3<br/>2016</i> | <i>YEAR 4<br/>2017</i> | <i>YEAR 5<br/>2018</i> |
| <i>NUMBER OF STUDENTS ENROLLED</i>  | 150  | 96                     | 114                    | 123                    | 125                    |
| <i>CREDIT HOURS PRODUCED</i>  | 499  | 344                    | 412                    | 455                    | 449                    |
| <i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>  | 90%  | 83%                    | 84%                    | 86%                    | 84%                    |
| <i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>   | P1 905   | P1 905                 | P1 905                 | P1 905                 | P1 905                 |
| <i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i>   | Enrollment in GEG 1103 varied between academic years, ranging from 96 in 2015 to 150 in 2014. Despite the variation in enrollment, success rates remained both consistent and high (90, 83, 84, 86, and 84% in 2014, 2015, 2016, 2017, and 2018, respectively).  |                        |                        |                        |                        |
| <i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i>  | Data reviewed include enrollment, credit hours produced, success rate, IAI and articulation status, applicability to programs of study, and location of offerings.   |                        |                        |                        |                        |
| <i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i>  | GEG 1103 is historically offered at Lincoln Trail College and Olney Central College; however, dual enrollment students did enroll in the course through Frontier Community College. The course is offered in face-to-face, hybrid, and online formats.<br><br>Not all students enrolled in GEG 1103 need a lab course. The credit hour value of the course varies by College, depending on whether the course includes a lab or not, which creates challenges in schedule building, advising, reporting, and IAI approval. |                        |                        |                        |                        |
| <b>ACADEMIC COURSE REVIEW RESULTS</b>   |  |                        |                        |                        |                        |
| <b>Intended Action Steps</b><br>Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates. | To alleviate the challenges created by the current format (variable credit which may or may not include a lab), the course was redeveloped and separated into two—lecture (GEG 1103) and lab (GEG 1104). This new format allows students to determine if they want to enroll in the lab portion of the course.   |                        |                        |                        |                        |

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| <b>Rationale</b><br>Provide a brief summary of the review findings and a rationale for any future modifications. | GEG 1103 satisfies the physical science requirement of the IAI general education core curriculum, benefiting students enrolled in the Associate in Science, Associate in Arts, Associate in Science & Arts, Associate in General Studies, and Certificate in General Studies programs. The course maintained the same IAI code (P1 905, Earth Science) in each of the five academic years. GEG 1103 success rates are high. |
| <b>Resources Needed</b>  | No additional resources are needed at this time.  |
| <b>Responsibility</b><br>Who is responsible for completing or implementing the modifications?                    | Recommended changes of separating lecture and lab are complete. The new courses have been submitted and approved. IAI approval for the lab portion will take place in the fall. The Dean of Instruction at LTC will be responsible for the approval.  |

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| <b>DATA ANALYSIS FOR ACADEMIC DISCIPLINES</b>   |   |                       |                       |                       |                       |
|---|---|-----------------------|-----------------------|-----------------------|-----------------------|
| Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.                 |   |                       |                       |                       |                       |
| <b>ACADEMIC DISCIPLINE AREA</b>   | Life & Physical Sciences  |                       |                       |                       |                       |
| <b>COURSE TITLE</b>   | GEL 1110, General Geology   |                       |                       |                       |                       |
| <b>COURSE DESCRIPTION</b>   | This course is an introduction to geology that covers the earth, its minerals, rocks and natural resources including the basic geologic principles from a physical and historical perspective. Emphasis will be placed on geologic principles necessary for an understanding of minerals, rocks, weathering and erosion, geologic mapping, petroleum, ground water and glaciation. An examination of the internal and external processes modifying the earth's surface, the evolutionary history of the earth, including its life forms, oceans and atmosphere will also be included. Lecture / Lab |                       |                       |                       |                       |
|   | <i>YEAR 1</i><br>2014   | <i>YEAR 2</i><br>2015 | <i>YEAR 3</i><br>2016 | <i>YEAR 4</i><br>2017 | <i>YEAR 5</i><br>2018 |
| <i>NUMBER OF STUDENTS ENROLLED</i>  | 0   | 15                    | 25                    | 30                    | 39                    |
| <i>CREDIT HOURS PRODUCED</i>  | 0   | 45                    | 75                    | 90                    | 117                   |
| <i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>  | N/A   | 100%                  | 95%                   | 95%                   | 85%                   |
| <i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>   | P1 907L   | P1 907L               | P1 907L               | P1 907L               | P1 907L               |
| <i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i>   | Enrollment in GEL 1110 varied between academic years, ranging from 15 in 2015 to 39 in 2018. Despite the variation in enrollment, success rates remained high, with some variation (100, 95, 95, and 85% in 2015, 2016, 2017, and 2018, respectively). GEG 1110 had no enrollment in 2014.  |                       |                       |                       |                       |
| <i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i>  | Data reviewed include enrollment, credit hours produced, success rate, IAI and articulation status, applicability to programs of study, and location of offerings.  |                       |                       |                       |                       |
| <i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i>  | GEL 1110 is historically offered on all IECC College campuses. It has been offered in both face-to-face and online formats.   |                       |                       |                       |                       |
| <b>ACADEMIC COURSE REVIEW RESULTS</b>   |   |                       |                       |                       |                       |
| <b>Intended Action Steps</b><br>Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates. | Physical science faculty reviewed the master syllabus in Fall 2018; however, they made no recommendations for changes.  |                       |                       |                       |                       |
| <b>Rationale</b><br>Provide a brief summary of the review findings and a  | GEL 1110 satisfies the physical sciences requirement of the IAI general education core curriculum, benefiting students enrolled in the Associate in Science, Associate in Arts, Associate in Science &  |                       |                       |                       |                       |



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| rationale for any future modifications.   | Arts, Associate in General Studies, and Certificate in General Studies programs. Additionally, the course is required in Lincoln Trail College's Petroleum Drilling Certificate and Associate in Applied Science degree programs. The course maintained the same IAI code (P1 907L, Introduction to Geology with Lab) in each of the five academic years. GEL 1110 success rates were high in each year of enrollment for this review. |
| <b>Resources Needed</b>   | No additional resources are needed at this time.   |
| <b>Responsibility</b><br>Who is responsible for completing or implementing the modifications? | There are no recommendations for this course.  |

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| <b>DATA ANALYSIS FOR ACADEMIC DISCIPLINES</b>   |   |                        |                        |                        |                        |
|---|---|------------------------|------------------------|------------------------|------------------------|
| Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.                 |   |                        |                        |                        |                        |
| <b>ACADEMIC DISCIPLINE AREA</b>   | Life & Physical Sciences  |                        |                        |                        |                        |
| <b>COURSE TITLE</b>   | GEL 1112, Physical Geology  |                        |                        |                        |                        |
| <b>COURSE DESCRIPTION</b>   | This course covers materials of the earth's crust, structures, and geologic features. Geologic processes and concepts are studied. Common rock forming minerals and rock identifications are included in laboratory work. Topographic maps, geologic maps, and aerial photographs are also studied. Lecture / Lab.  |                        |                        |                        |                        |
|   | <i>YEAR 1<br/>2014</i>  | <i>YEAR 2<br/>2015</i> | <i>YEAR 3<br/>2016</i> | <i>YEAR 4<br/>2017</i> | <i>YEAR 5<br/>2018</i> |
| NUMBER OF STUDENTS ENROLLED   | 16  | 8                      | 0                      | 10                     | 0                      |
| CREDIT HOURS PRODUCED   | 64  | 32                     | 0                      | 40                     | 0                      |
| SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS   | 93%   | 100%                   | N/A                    | 88%                    | N/A                    |
| IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)  | P1 907L   | P1 907L                | P1 907L                | P1 907L                | P1 907L                |
| HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.  | Enrollment in GEL 1112 varied between review years, ranging from 8 students in 2015 to 16 students in 2014. Years 3 (2016) and 5 (2018) had no enrollment. Success rates also varied between review years (93, 100, and 88% in 2014, 2015, and 2017, respectively).   |                        |                        |                        |                        |
| WHAT DISAGGREGATED DATA WAS REVIEWED?   | Data reviewed include enrollment, credit hours produced, success rate, IAI and articulation status, applicability to programs of study, and location of offerings.  |                        |                        |                        |                        |
| WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.   | There are gaps in data due to lack of enrollment in three of the review years. Although success rates varied between the years with enrollment, the success rates were all acceptable.  |                        |                        |                        |                        |
| <b>ACADEMIC COURSE REVIEW RESULTS</b>   |   |                        |                        |                        |                        |
| <b>Intended Action Steps</b><br>Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates. | Faculty reviewed syllabi in Fall 2018, making minor revisions.  |                        |                        |                        |                        |
| <b>Rationale</b><br>Provide a brief summary of the review findings and a rationale for any future modifications.  | GEG 1112 satisfies the physical science requirement of the IAI general education core curriculum, benefiting students enrolled in the Associate in Science, Associate in Arts, Associate in Science & Arts, Associate in General Studies, and Certificate in General Studies programs. The course also supports and is a requirement of the Agricultural Technology/Business and Agricultural Technology/Production programs. The course maintained the |                        |                        |                        |                        |

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|   | same IAI code (P1 907L, Introduction to Geology with Lab) in each of the five academic years. |
| <b>Resources Needed</b>   | No additional resources are needed at this time.  |
| <b>Responsibility</b><br>Who is responsible for completing or implementing the modifications? | Faculty already reviewed the master syllabi. No other action steps are required at this time. |

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| <b><i>DATA ANALYSIS FOR ACADEMIC DISCIPLINES</i></b>  |  |                        |                        |                        |                        |
|---|--|------------------------|------------------------|------------------------|------------------------|
| Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.                 |  |                        |                        |                        |                        |
| <b>ACADEMIC DISCIPLINE AREA</b>   | Life & Physical Sciences   |                        |                        |                        |                        |
| <b>COURSE TITLE</b>   | GEL 2111, Environmental Geology  |                        |                        |                        |                        |
| <b>COURSE DESCRIPTION</b>   | Examines human interaction with geologic processes and hazards, including earthquakes, volcanoes, landslides, subsidence, hydrology and flooding; occurrence and availability of geologic resources, such as energy, water and minerals; and land use planning, pollution, waste disposal, environmental impact, health and law. (IAI: P1 908L) Lecture / Lab.   |                        |                        |                        |                        |
|   | <i>YEAR 1<br/>2014</i>   | <i>YEAR 2<br/>2015</i> | <i>YEAR 3<br/>2016</i> | <i>YEAR 4<br/>2017</i> | <i>YEAR 5<br/>2018</i> |
| NUMBER OF STUDENTS ENROLLED   | 0  | 0                      | 0                      | 0                      | 6                      |
| CREDIT HOURS PRODUCED   | 0  | 0                      | 0                      | 0                      | 24                     |
| SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS   | N/A  | N/A                    | N/A                    | N/A                    | 100%                   |
| IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)  | P1 908L  | P1 908L                | P1 908L                | P1 908L                | P1 908L                |
| HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.  | Enrollment in GEL 2111 was limited to 2018, when 6 students enrolled. Student success rates in 2018 were exceptionally high, with 100% of students earning a C or higher.  |                        |                        |                        |                        |
| WHAT DISAGGREGATED DATA WAS REVIEWED?   | Data reviewed include enrollment, credit hours produced, success rate, IAI and articulation status, applicability to programs of study, and location of offerings.   |                        |                        |                        |                        |
| WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.   | The course was offered infrequently; thus, the gaps are due to no enrollment in all but one of the review years. Success rates in the one year with enrollment are high.   |                        |                        |                        |                        |
| <b><i>ACADEMIC COURSE REVIEW RESULTS</i></b>  |  |                        |                        |                        |                        |
| <b>Intended Action Steps</b><br>Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates. | IECC faculty reviewed the master syllabus in August 2018. They recommended no changes to the syllabus.   |                        |                        |                        |                        |
| <b>Rationale</b><br>Provide a brief summary of the review findings and a rationale for any future modifications.  | GEL 2111 satisfies the physical sciences requirement of the IAI general education core curriculum, benefiting students enrolled in the Associate in Science, Associate in Arts, Associate in Science & Arts, Associate in General Studies, and Certificate in General Studies programs. The course maintained the same IAI code (P1 908L, Environmental Geology with Lab) in each of the five academic years. GEL 2111 was offered at both Frontier Community and Wabash Valley Colleges; however, only Wabash |                        |                        |                        |                        |

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|   | Valley had enrollment. Students may enroll in either face-to-face or online sections. GEL 2111 success rates were high in its only year of enrollment. |
| <b>Resources Needed</b>   | No additional resources are needed at this time.   |
| <b>Responsibility</b><br>Who is responsible for completing or implementing the modifications? | There are no recommendations for this course.  |

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| <b>DATA ANALYSIS FOR ACADEMIC DISCIPLINES</b>   |  |                        |                        |                        |                        |
|---|--|------------------------|------------------------|------------------------|------------------------|
| Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.                 |  |                        |                        |                        |                        |
| <b>ACADEMIC DISCIPLINE AREA</b>   | Life & Physical Sciences   |                        |                        |                        |                        |
| <b>COURSE TITLE</b>   | LSC 1101, General Biology I  |                        |                        |                        |                        |
| <b>COURSE DESCRIPTION</b>   | This is a general introduction to the evolutionary study of life. A brief history of biology, natural selection, cell theory, cell structure and function, chemistry of life, photosynthesis, cellular respiration, cell division, patterns of inheritance, DNA, biotechnology, developmental biology and reproduction will be included. Related laboratory exercises will be incorporated. This course is the first class in an introductory sequence for biological sciences majors. NO PREREQUISITE. Lecture / Lab. |                        |                        |                        |                        |
|   | <i>YEAR 1<br/>2014</i>   | <i>YEAR 2<br/>2015</i> | <i>YEAR 3<br/>2016</i> | <i>YEAR 4<br/>2017</i> | <i>YEAR 5<br/>2018</i> |
| NUMBER OF STUDENTS ENROLLED   | 621  | 488                    | 453                    | 488                    | 422                    |
| CREDIT HOURS PRODUCED   | 2512   | 1952                   | 1980                   | 1952                   | 1688                   |
| SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS   | 86%  | 92%                    | 87%                    | 91%                    | 86%                    |
| IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)  | L1 910L<br>BIO 910   | L1 910L<br>BIO 910     | L1 910L<br>BIO 910     | L1 910L<br>BIO 910     | L1 910L<br>BIO 910     |
| HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.  | LSC 1101 saw substantial enrollment in all five review years, ranging from 422 in 2018 to 621 in 2014. Student success rates varied, but remained high (86, 92, 87, 91, and 86% in 2014, 2015, 2016, 2017, and 2018, respectively).  |                        |                        |                        |                        |
| WHAT DISAGGREGATED DATA WAS REVIEWED?   | Data reviewed include enrollment, credit hours produced, success rate, IAI and articulation status, applicability to programs of study, and location of offerings.   |                        |                        |                        |                        |
| WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.   | No gaps exist between review years. Success rates varied, but by no more than 5 percentage points.   |                        |                        |                        |                        |
| <b>ACADEMIC COURSE REVIEW RESULTS</b>   |  |                        |                        |                        |                        |
| <b>Intended Action Steps</b><br>Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates. | Faculty reviewed the course's master syllabus in Fall 2018 with minor recommendations.   |                        |                        |                        |                        |
| <b>Rationale</b><br>Provide a brief summary of the review findings and a rationale for any future modifications.  | LSC 1101 satisfies the life sciences requirement of the IAI general education core curriculum, benefiting students enrolled in the Associate in Science, Associate in Arts, Associate in Science & Arts, Associate in General Studies, and Certificate in General Studies programs. The course also supports the Associate in Science in   |                        |                        |                        |                        |

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|   | Nursing as well as the Certified Medical Assistant, Paraprofessional Educator, Social Service Specialist programs. The course maintained the same IAI code (L1 910L, General Biology for Majors), transitioning to BIO 910, per IAI policy. Student success rates in this course are acceptable. |
| <b>Resources Needed</b>   | No additional resources are needed at this time.   |
| <b>Responsibility</b><br>Who is responsible for completing or implementing the modifications? | Master course syllabi review are completed. No further actions are necessary.  |



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| <b>DATA ANALYSIS FOR ACADEMIC DISCIPLINES</b>   |   |                        |                        |                        |                        |
|---|---|------------------------|------------------------|------------------------|------------------------|
| Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.                 |   |                        |                        |                        |                        |
| <b>ACADEMIC DISCIPLINE AREA</b>   | Life & Physical Sciences  |                        |                        |                        |                        |
| <b>COURSE TITLE</b>   | LSC 1102, General Biology II  |                        |                        |                        |                        |
| <b>COURSE DESCRIPTION</b>   | This course is a continuation of LSC 1101 General Biology I with emphasis placed on tissues, organs, organ systems and organisms. This course will involve a survey of biological macroevolution and microevolution, origin of life and the species, environmental biology, viruses, bacteria, fungi, algae, plants, and animals including the invertebrates and vertebrates. Related laboratory exercises will be incorporated. This course is the second class in the sequence for biological sciences majors. PREREQUISITE: Two years of high school biology or completion of LSC 1101 General Biology I or its equivalent or permission of instructor. Lecture / Lab. |                        |                        |                        |                        |
|   | <i>YEAR 1<br/>2014</i>  | <i>YEAR 2<br/>2015</i> | <i>YEAR 3<br/>2016</i> | <i>YEAR 4<br/>2017</i> | <i>YEAR 5<br/>2018</i> |
| NUMBER OF STUDENTS ENROLLED   | 39  | 98                     | 51                     | 14                     | 23                     |
| CREDIT HOURS PRODUCED   | 156   | 392                    | 204                    | 56                     | 92                     |
| SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS   | 94%   | 91%                    | 90%                    | 85%                    | 83%                    |
| IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)  | L1 910L<br>BIO 910  | L1 910L<br>BIO 910     | L1 910L<br>BIO 910     | L1 910L<br>BIO 910     | L1 910L<br>BIO 910     |
| HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.  | LSC 1102 had variable enrollment in all five review years, ranging from 14 in 2017 to 98 in 2015. Success rates were high in all five years, although with some variation (94, 91, 90, 85, and 83% in 2014, 2015, 2016, 2017, and 2018, respectively).  |                        |                        |                        |                        |
| WHAT DISAGGREGATED DATA WAS REVIEWED?   | Data reviewed include enrollment, credit hours produced, success rate, IAI and articulation status, applicability to programs of study, and location of offerings.  |                        |                        |                        |                        |
| WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.   | No gaps exist between review years. Success rates varied by 11 percentage points, with the lowest two years recorded in 2017 and 2018. Although these success rates are acceptable, it is unclear if this dip in success rates is part of a larger trend.   |                        |                        |                        |                        |
| <b>ACADEMIC COURSE REVIEW RESULTS</b>   |   |                        |                        |                        |                        |
| <b>Intended Action Steps</b><br>Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates. | Faculty reviewed the master syllabus for this course in Fall 2018, recommending minor modifications.  |                        |                        |                        |                        |

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| <p><b>Rationale</b><br/>Provide a brief summary of the review findings and a rationale for any future modifications.</p> | <p>LSC 1102 satisfies the life sciences requirement of the IAI general education core curriculum, benefiting students enrolled in the Associate in Science, Associate in Arts, Associate in Science &amp; Arts, Associate in General Studies, and Certificate in General Studies programs. Biology transfer students also take this second course in the General Biology sequence. The course maintained the same IAI code (L1 910L, General Biology for Majors), transitioning to BIO 910, per IAI policy. Student success rates in this course are acceptable.</p> |
| <p><b>Resources Needed</b></p>   | <p>No additional resources are needed at this time.</p>  |
| <p><b>Responsibility</b><br/>Who is responsible for completing or implementing the modifications?</p>                    | <p>Master syllabus reviews and modifications are completed. No other actions are required at this time.</p>  |

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| <b>DATA ANALYSIS FOR ACADEMIC DISCIPLINES</b>   |  |                                  |                                  |                                  |                                  |
|---|--|----------------------------------|----------------------------------|----------------------------------|----------------------------------|
| Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.                 |  |                                  |                                  |                                  |                                  |
| <b>ACADEMIC DISCIPLINE AREA</b>   | Life & Physical Sciences   |                                  |                                  |                                  |                                  |
| <b>COURSE TITLE</b>   | LSC 1103, General Botany   |                                  |                                  |                                  |                                  |
| <b>COURSE DESCRIPTION</b>   | This lecture and laboratory course is a non-majors course emphasizing inquiry through selected topics in plant biology. Surveys of the algae, fungi, non-vascular plants and vascular plants based on evolution, morphology, histology, physiology, taxonomy and biological development. Societal components between plants and humans will include topics on: economics, environmental, medical, agricultural, and food industry. These topics are to be emphasized along with interactions of algae, fungi, plants, and humans. No college prerequisite but students are expected to have a basic understanding of high school biology. Lecture / Lab. |                                  |                                  |                                  |                                  |
|   | <i>YEAR 1<br/>2014</i>   | <i>YEAR 2<br/>2015</i>           | <i>YEAR 3<br/>2016</i>           | <i>YEAR 4<br/>2017</i>           | <i>YEAR 5<br/>2018</i>           |
| NUMBER OF STUDENTS ENROLLED   | 0  | 0                                | 0                                | 2                                | 2                                |
| CREDIT HOURS PRODUCED   | 0  | 0                                | 0                                | 8                                | 8                                |
| SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS   | N/A  | N/A                              | N/A                              | 50%                              | 0%                               |
| IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)  | EIU<br>Il. State<br>SIUE<br>UIUC   | EIU<br>Il. State<br>SIUE<br>UIUC | EIU<br>Il. State<br>SIUE<br>UIUC | EIU<br>Il. State<br>SIUE<br>UIUC | EIU<br>Il. State<br>SIUE<br>UIUC |
| HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.  | Enrollment in LSC 1103 was limited to 2017 and 2018, in which two students enrolled each year. Although looking at a small sample, student success rates were less than desirable (50% in 2017 and 0% in 2018). Although approved for all four Colleges, only Wabash Valley College offered the course.  |                                  |                                  |                                  |                                  |
| WHAT DISAGGREGATED DATA WAS REVIEWED?   | Data reviewed include enrollment, credit hours produced, success rate, IAI and articulation status, applicability to programs of study, and location of offerings.   |                                  |                                  |                                  |                                  |
| WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.   | This course had no enrollment in three out of the five review years.   |                                  |                                  |                                  |                                  |
| <b>ACADEMIC COURSE REVIEW RESULTS</b>   |  |                                  |                                  |                                  |                                  |
| <b>Intended Action Steps</b><br>Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates. | The master syllabus was reviewed in Spring 2019; minor recommendations were made. The district should consider submitting this course for IAI approval and making additional modifications, as necessary.  |                                  |                                  |                                  |                                  |

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| <b>Rationale</b><br>Provide a brief summary of the review findings and a rationale for any future modifications. | LSC 1103 serves as an elective course for students who desire further instruction in biology. The course is currently not approved through IAI; however, the district has articulation agreements for the course with four state universities. |
| <b>Resources Needed</b>  | No additional resources are needed at this time.   |
| <b>Responsibility</b><br>Who is responsible for completing or implementing the modifications?                    | The LTC Dean of Instruction will pursue the feasibility of IAI approval.   |

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| <b><i>DATA ANALYSIS FOR ACADEMIC DISCIPLINES</i></b>  |   |                                  |                                  |                                  |                                  |
|---|---|----------------------------------|----------------------------------|----------------------------------|----------------------------------|
| Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available. |   |                                  |                                  |                                  |                                  |
| <b>ACADEMIC DISCIPLINE AREA</b>   | Life & Physical Sciences  |                                  |                                  |                                  |                                  |
| <b>COURSE TITLE</b>   | LSC 1104, General Zoology   |                                  |                                  |                                  |                                  |
| <b>COURSE DESCRIPTION</b>   | This lecture and laboratory course is a non-majors course emphasizing inquiry through selected topics in animal biology. Surveys of the protist and animal kingdoms based on evolution, ecology, morphology, histology, physiology, taxonomy, parasitology, and embryology. Economic, environmental and medical relationships between protists, animals, and humans are emphasized. No college pre-requisite but students are expected to have a basic understanding of high school general biology. Lecture / Lab. |                                  |                                  |                                  |                                  |
|   | <i>YEAR 1<br/>2014</i>  | <i>YEAR 2<br/>2015</i>           | <i>YEAR 3<br/>2016</i>           | <i>YEAR 4<br/>2017</i>           | <i>YEAR 5<br/>2018</i>           |
| NUMBER OF STUDENTS ENROLLED   | 0   | 11                               | 0                                | 6                                | 0                                |
| CREDIT HOURS PRODUCED   | 0   | 44                               | 0                                | 24                               | 0                                |
| SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS   | N/A   | 82%                              | N/A                              | 100%                             | N/A                              |
| IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)  | EIU<br>Il. State<br>SIUE<br>UIUC  | EIU<br>Il. State<br>SIUE<br>UIUC | EIU<br>Il. State<br>SIUE<br>UIUC | EIU<br>Il. State<br>SIUE<br>UIUC | EIU<br>Il. State<br>SIUE<br>UIUC |
| HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.  | LSC 1104 serves as an elective course for students who desire further instruction in biology. The course is currently not approved through IAI; however, the district has articulation agreements for the course with four state universities.<br><br>Enrollment in LSC 1104 was limited to 2015 and 2017, in which 11 and 6 students enrolled, respectively. Student success rates high with 82 and 100% of students pass with a C or higher in each enrollment year.  |                                  |                                  |                                  |                                  |
| WHAT DISAGGREGATED DATA WAS REVIEWED?   | Data reviewed include enrollment, credit hours produced, success rate, IAI and articulation status, applicability to programs of study, and location of offerings.  |                                  |                                  |                                  |                                  |
| WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.   | This course had no enrollment in three out of the five review years.  |                                  |                                  |                                  |                                  |
| <b><i>ACADEMIC COURSE REVIEW RESULTS</i></b>  |   |                                  |                                  |                                  |                                  |
| <b>Intended Action Steps</b><br>Please detail action steps to be completed in the future  | Faculty reviewed the master syllabi in Fall 2018 with minor recommendations. Those changes have been made. The District   |                                  |                                  |                                  |                                  |

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| based on this review with a timeline and/or anticipated dates.   | should consider this course for IAI approval and making additional modifications, as necessary.   |
| <b>Rationale</b><br>Provide a brief summary of the review findings and a rationale for any future modifications. | LSC 1103 has moderate to low enrollment, even when offered infrequently. When offered, student success rates are generally high. The course is not approved as part of the IAI general education core curriculum. |
| <b>Resources Needed</b>  | No additional resources are needed at this time.  |
| <b>Responsibility</b><br>Who is responsible for completing or implementing the modifications?                    | The WVC Dean of Instruction will pursue the feasibility of IAI approval.  |

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| <b><i>DATA ANALYSIS FOR ACADEMIC DISCIPLINES</i></b>  |  |                        |                        |                        |                        |
|---|--|------------------------|------------------------|------------------------|------------------------|
| Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.                 |  |                        |                        |                        |                        |
| <b>ACADEMIC DISCIPLINE AREA</b>   | Life & Physical Sciences   |                        |                        |                        |                        |
| <b>COURSE TITLE</b>   | LSC 1105, Environmental Biology  |                        |                        |                        |                        |
| <b>COURSE DESCRIPTION</b>   | This course will expose students to the breadth of biological concepts by including ecology, biodiversity, evolution, physiology and health, and human populations as they apply to natural and managed systems. It will engage students in science as a structured process that generates and refines knowledge through evidence-based decisions and emphasizes the value and contributions of environmental science to society. Lecture. |                        |                        |                        |                        |
|   | <i>YEAR 1<br/>2014</i>   | <i>YEAR 2<br/>2015</i> | <i>YEAR 3<br/>2016</i> | <i>YEAR 4<br/>2017</i> | <i>YEAR 5<br/>2018</i> |
| NUMBER OF STUDENTS ENROLLED   | 77   | 49                     | 66                     | 38                     | 63                     |
| CREDIT HOURS PRODUCED   | 308  | 196                    | 264                    | 152                    | 252                    |
| SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS   | 98%  | 89%                    | 93%                    | 92%                    | 84%                    |
| IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)  | L1 905   | L1 905                 | L1 905                 | L1 905                 | L1 905                 |
| HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.  | Enrollment in LSC 1105 varied between review years, ranging from 38 in 2017 to 77 in 2014. Student success rates also varied (98, 89, 93, 92, and 84% in 2014, 2015, 2016, 2017, and 2018, respectively).  |                        |                        |                        |                        |
| WHAT DISAGGREGATED DATA WAS REVIEWED?   | Data reviewed include enrollment, credit hours produced, success rate, IAI and articulation status, applicability to programs of study, and location of offerings.   |                        |                        |                        |                        |
| WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.   | There are no gaps in the data; however, success rates do vary by 14 percentage points from its lowest recorded year (2018) to its highest (2014). No pattern seems to be present during the five year period.  |                        |                        |                        |                        |
| <b><i>ACADEMIC COURSE REVIEW RESULTS</i></b>  |  |                        |                        |                        |                        |
| <b>Intended Action Steps</b><br>Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates. | Faculty reviewed master syllabi in Fall 2018, making minor recommendations.  |                        |                        |                        |                        |
| <b>Rationale</b><br>Provide a brief summary of the review findings and a rationale for any future modifications.  | LSC 1105 satisfies the life sciences requirement of the IAI general education core curriculum, benefiting students enrolled in the Associate in Science, Associate in Arts, Associate in Science & Arts, Associate in General Studies, and Certificate in General Studies programs. Additionally, the course supports and is a requirement   |                        |                        |                        |                        |

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|   | for the Alternative Fuels and Energy Technology programs. The course maintained the same IAI code (L1 905, Environmental Biology) in all five review years. Student success rates in this course are acceptable. |
| <b>Resources Needed</b>   | No additional resources are needed at this time.   |
| <b>Responsibility</b><br>Who is responsible for completing or implementing the modifications? | The master syllabus review is complete. No other actions are required at this time.  |



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| <b><i>DATA ANALYSIS FOR ACADEMIC DISCIPLINES</i></b>  |   |                        |                        |                        |                        |
|---|---|------------------------|------------------------|------------------------|------------------------|
| Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.                 |   |                        |                        |                        |                        |
| <b>ACADEMIC DISCIPLINE AREA</b>   | Life & Physical Sciences  |                        |                        |                        |                        |
| <b>COURSE TITLE</b>   | LSC 1106, Introduction to Biology   |                        |                        |                        |                        |
| <b>COURSE DESCRIPTION</b>   | This course is designed for the non-science major student. The course provides laboratory experience and lecture concepts that help the non-science major student understand the principles of biology. Concepts include information pertaining to the scientific method, cellular biology, evolution, heredity, and genetic engineering, ecology, and ecosystems, as well as human population and pollution concerns. An inquiry-based approach to understanding biological processes is emphasized. NO PREREQUISITE. Lecture / Lab. |                        |                        |                        |                        |
|   | <i>YEAR 1<br/>2014</i>  | <i>YEAR 2<br/>2015</i> | <i>YEAR 3<br/>2016</i> | <i>YEAR 4<br/>2017</i> | <i>YEAR 5<br/>2018</i> |
| NUMBER OF STUDENTS ENROLLED   | 0   | 12                     | 0                      | 64                     | 64                     |
| CREDIT HOURS PRODUCED   | 0   | 48                     | 0                      | 256                    | 256                    |
| SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS   | N/A   | 92%                    | N/A                    | 83%                    | 80%                    |
| IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)  | L1 900L   | L1 900L                | L1 900L                | L1 900L                | L1 900L                |
| HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.  | Enrollment in LSC 1106 varied from 12 (2015) to 64 (both 2017 and 2018); no students enrolled in 2014 or 2016. Student success rates were high in each year of enrollment, ranging from 80% in 2018 to 92% in 2015. This course is offered at all four Colleges and includes face-to-face and online sections.  |                        |                        |                        |                        |
| WHAT DISAGGREGATED DATA WAS REVIEWED?   | Data reviewed include enrollment, credit hours produced, success rate, IAI and articulation status, applicability to programs of study, and location of offerings.  |                        |                        |                        |                        |
| WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.   | No students enrolled in two of the review years (2014 and 2016).  |                        |                        |                        |                        |
| <b><i>ACADEMIC COURSE REVIEW RESULTS</i></b>  |   |                        |                        |                        |                        |
| <b>Intended Action Steps</b><br>Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates. | Faculty reviewed the master syllabus in Fall 2019, making minor modifications.  |                        |                        |                        |                        |
| <b>Rationale</b><br>Provide a brief summary of the review findings and a  | LSC 1106 satisfies the life sciences requirement of the IAI general education core curriculum, benefiting students enrolled in the Associate in Science, Associate in Arts, Associate in Science & Arts,  |                        |                        |                        |                        |

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| rationale for any future modifications.   | Associate in General Studies, and Certificate in General Studies programs. The course maintained the same IAI code (L1 900L, General Biology for Non-Majors with Lab) in each of the three semesters it was offered. |
| <b>Resources Needed</b>   | No additional resources are needed for this course.  |
| <b>Responsibility</b><br>Who is responsible for completing or implementing the modifications? | The master syllabus review is complete. No other actions are required at this time.  |

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| <b>DATA ANALYSIS FOR ACADEMIC DISCIPLINES</b>   |   |                        |                        |                        |                            |
|---|---|------------------------|------------------------|------------------------|----------------------------|
| Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.                 |   |                        |                        |                        |                            |
| <b>ACADEMIC DISCIPLINE AREA</b>   | Life & Physical Sciences  |                        |                        |                        |                            |
| <b>COURSE TITLE</b>   | LSC 1107, Introduction to Human Genetics  |                        |                        |                        |                            |
| <b>COURSE DESCRIPTION</b>   | An introductory course on the principles of genetics with an emphasis on human heredity and biotechnological issues with ethical and social implications. Topics include cellular biological processes, patterns of inheritance, and biotechnology, with the integration of scientific literacy and critical thinking. Lecture. |                        |                        |                        |                            |
|   | <i>YEAR 1<br/>2014</i>  | <i>YEAR 2<br/>2015</i> | <i>YEAR 3<br/>2016</i> | <i>YEAR 4<br/>2017</i> | <i>YEAR 5<br/>2018</i>     |
| NUMBER OF STUDENTS ENROLLED   | N/A   | N/A                    | N/A                    | N/A                    | New course                 |
| CREDIT HOURS PRODUCED   | N/A   | N/A                    | N/A                    | N/A                    | 08/01/18                   |
| SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS   | N/A   | N/A                    | N/A                    | N/A                    | N/A                        |
| IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)  | N/A   | N/A                    | N/A                    | N/A                    | EIU<br>SIUC<br>UIS<br>UIUC |
| HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.  | LSC 1107 is new to IECC during the review period. No data exists for this course yet.   |                        |                        |                        |                            |
| WHAT DISAGGREGATED DATA WAS REVIEWED?   | N/A   |                        |                        |                        |                            |
| WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.   | N/A   |                        |                        |                        |                            |
| <b>ACADEMIC COURSE REVIEW RESULTS</b>   |   |                        |                        |                        |                            |
| <b>Intended Action Steps</b><br>Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates. | N/A   |                        |                        |                        |                            |
| <b>Rationale</b><br>Provide a brief summary of the review findings and a rationale for any future modifications.  | N/A   |                        |                        |                        |                            |
| <b>Resources Needed</b>   | N/A   |                        |                        |                        |                            |
| <b>Responsibility</b><br>Who is responsible for completing or implementing the modifications?   | N/A   |                        |                        |                        |                            |

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| <b>DATA ANALYSIS FOR ACADEMIC DISCIPLINES</b>   |  |                       |                          |                          |                          |
|---|--|-----------------------|--------------------------|--------------------------|--------------------------|
| Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.                 |  |                       |                          |                          |                          |
| <b>ACADEMIC DISCIPLINE AREA</b>   | Life & Physical Sciences   |                       |                          |                          |                          |
| <b>COURSE TITLE</b>   | LSC 1111, Intro to Forensic Science  |                       |                          |                          |                          |
| <b>COURSE DESCRIPTION</b>   | This course is an introduction to the application of physical and biological sciences in analyzing and evaluating physical evidence as they relate to crimes and the law. Students will learn various fundamental forensic science techniques and procedures. These include DNA retrieval and analysis, principles of serology and blood type analysis, fingerprint classification and analysis, organic and inorganic chemical analysis, handwriting/document examination, and firearm/ballistics evidence. PREREQUISITE: LSC 1101 General Biology I or equivalent or consent of instructor. Lecture / Lab. |                       |                          |                          |                          |
|   | <i>YEAR 1</i><br>2014  | <i>YEAR 2</i><br>2015 | <i>YEAR 3</i><br>2016    | <i>YEAR 4</i><br>2017    | <i>YEAR 5</i><br>2018    |
| <i>NUMBER OF STUDENTS ENROLLED</i>  | 0  | 0                     | New course               | 31                       | 7                        |
| <i>CREDIT HOURS PRODUCED</i>  | 0  | 0                     | 08/01/16                 | 124                      | 28                       |
| <i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>  | N/A  | N/A                   | EIU<br>SIUE, WIU<br>UIUC | 87%                      | 86%                      |
| <i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>   | N/A  | N/A                   | EIU<br>SIUE, WIU<br>UIUC | EIU<br>SIUE, WIU<br>UIUC | EIU<br>SIUE, WIU<br>UIUC |
| <i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i>   | Enrollment in LSC 1111 was limited to 2017 and 2018 because it was a new course, earning approval in 2016. Enrollment varied from 31 in its first year to only 7 in its second year. Student success rates were high at 87 and 86% in in 2017 and 2018, respectively.  |                       |                          |                          |                          |
| <i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i>  | Data reviewed include enrollment, credit hours produced, success rate, IAI and articulation status, applicability to programs of study, and location of offerings.   |                       |                          |                          |                          |
| <i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i>  | This course had no enrollment in three out of the five review years because it was new, being offered for the first time in 2017. This course is only offered at Frontier Community College.   |                       |                          |                          |                          |
| <b>ACADEMIC COURSE REVIEW RESULTS</b>   |  |                       |                          |                          |                          |
| <b>Intended Action Steps</b><br>Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates. | Faculty reviewed the master syllabus during Fall 2018, making minor recommendations.   |                       |                          |                          |                          |
| <b>Rationale</b><br>Provide a brief summary of the review findings and a  | LSC 1111 serves as an elective course for students who desire further instruction in biology. The course is currently not  |                       |                          |                          |                          |

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| rationale for any future modifications.   | approved through IAI; however, the district has articulation agreements for the course with four state universities. Success rates in both years of enrollment were acceptable. |
| <b>Resources Needed</b>   | No additional resources are needed for this course.   |
| <b>Responsibility</b><br>Who is responsible for completing or implementing the modifications? | N/A   |

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| <b>DATA ANALYSIS FOR ACADEMIC DISCIPLINES</b>   |   |                        |                        |                        |                        |
|---|---|------------------------|------------------------|------------------------|------------------------|
| Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.                 |   |                        |                        |                        |                        |
| <b>ACADEMIC DISCIPLINE AREA</b>   | Life & Physical Sciences  |                        |                        |                        |                        |
| <b>COURSE TITLE</b>   | LSC 1150, Orchid Plant Biology (LTC & OCC only)   |                        |                        |                        |                        |
| <b>COURSE DESCRIPTION</b>   | This course is an introduction to the fascination orchid family of plants. Students will learn the basic taxonomy and biology of this large group of flowering plants. Topics include names, potting media, growth/culture requirements, and hybridization techniques. Lecture. Variable. Repeatable 3 times. |                        |                        |                        |                        |
|   | <i>YEAR 1<br/>2014</i>  | <i>YEAR 2<br/>2015</i> | <i>YEAR 3<br/>2016</i> | <i>YEAR 4<br/>2017</i> | <i>YEAR 5<br/>2018</i> |
| NUMBER OF STUDENTS ENROLLED   | 0   | 0                      | 0                      | 0                      | 0                      |
| CREDIT HOURS PRODUCED   | 0   | 0                      | 0                      | 0                      | 0                      |
| SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS   | W/D   | March                  | 2019                   | Eff.                   | 201960                 |
| IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)  | N/A   | N/A                    | N/A                    | N/A                    | N/A                    |
| HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.  | This course had no enrollment during the review period.   |                        |                        |                        |                        |
| WHAT DISAGGREGATED DATA WAS REVIEWED?   | Data reviewed include enrollment, credit hours produced, success rate, IAI and articulation status, applicability to programs of study, and location of offerings.  |                        |                        |                        |                        |
| WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.   | There was no enrollment in this course during the review period.  |                        |                        |                        |                        |
| <b>ACADEMIC COURSE REVIEW RESULTS</b>   |   |                        |                        |                        |                        |
| <b>Intended Action Steps</b><br>Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates. | The recommendation is for this course to be withdrawn, which was completed in March 2019.   |                        |                        |                        |                        |
| <b>Rationale</b><br>Provide a brief summary of the review findings and a rationale for any future modifications.  | This course was not offered during the review period. It does not meet any general education core curriculum requirements, nor is it articulated with any universities; therefore, the course was discontinued.   |                        |                        |                        |                        |
| <b>Resources Needed</b>   | No additional resources are needed for this course.   |                        |                        |                        |                        |
| <b>Responsibility</b><br>Who is responsible for completing or implementing the modifications?   | All actions are completed.  |                        |                        |                        |                        |

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| <b>DATA ANALYSIS FOR ACADEMIC DISCIPLINES</b>   |   |                          |                          |                          |                          |
|---|---|--------------------------|--------------------------|--------------------------|--------------------------|
| Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.                 |   |                          |                          |                          |                          |
| <b>ACADEMIC DISCIPLINE AREA</b>   | Life & Physical Sciences  |                          |                          |                          |                          |
| <b>COURSE TITLE</b>   | LSC 1198, Topics/Issues Life Sciences   |                          |                          |                          |                          |
| <b>COURSE DESCRIPTION</b>   | This course is the application of various scientific principles to a special topic or current issue in the life sciences. Lecture. Variable. Repeatable 3 times.  |                          |                          |                          |                          |
|   | <i>YEAR 1<br/>2014</i>  | <i>YEAR 2<br/>2015</i>   | <i>YEAR 3<br/>2016</i>   | <i>YEAR 4<br/>2017</i>   | <i>YEAR 5<br/>2018</i>   |
| NUMBER OF STUDENTS ENROLLED   | 8   | 13                       | 0                        | 0                        | 14                       |
| CREDIT HOURS PRODUCED   | 8   | 13                       | N/A                      | N/A                      | 14                       |
| SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS   | 100%  | 100%                     | N/A                      | N/A                      | 100%                     |
| IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)  | EIU<br>Il. State<br>SIUE  | EIU<br>Il. State<br>SIUE | EIU<br>Il. State<br>SIUE | EIU<br>Il. State<br>SIUE | EIU<br>Il. State<br>SIUE |
| HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.  | Enrollment in LSC 1198 ranged from 8 (2014) to 13 (2015) and 15 (2018). The course was not offered in 2016 and 2017. Student success rates were high (100%) in all three years of offerings.  |                          |                          |                          |                          |
| WHAT DISAGGREGATED DATA WAS REVIEWED?   | Data reviewed include enrollment, credit hours produced, success rate, IAI and articulation status, applicability to programs of study, and location of offerings.  |                          |                          |                          |                          |
| WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.   | There was no enrollment in 2016 and 2018.   |                          |                          |                          |                          |
| <b>ACADEMIC COURSE REVIEW RESULTS</b>   |   |                          |                          |                          |                          |
| <b>Intended Action Steps</b><br>Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates. | Faculty reviewed the course syllabus in Fall 2018, recommending minor modifications.  |                          |                          |                          |                          |
| <b>Rationale</b><br>Provide a brief summary of the review findings and a rationale for any future modifications.  | LSC 1198 is a special topics course that varies in content each time it is offered. The course does not satisfy any of the physical or life science requirements of the IAI general education core curriculum; however, it is articulated with three state universities. This course is beneficial for infrequent offerings. Success rates are high when the course is offered. |                          |                          |                          |                          |
| <b>Resources Needed</b>   | No additional resources are needed for this course.   |                          |                          |                          |                          |
| <b>Responsibility</b><br>Who is responsible for completing or implementing the modifications?   | All recommended modifications are complete.   |                          |                          |                          |                          |

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| <b>DATA ANALYSIS FOR ACADEMIC DISCIPLINES</b>   |   |                          |                          |                              |                          |
|---|---|--------------------------|--------------------------|------------------------------|--------------------------|
| Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.                 |   |                          |                          |                              |                          |
| <b>ACADEMIC DISCIPLINE AREA</b>   | Life & Physical Sciences  |                          |                          |                              |                          |
| <b>COURSE TITLE</b>   | LSC 2104, Field Biology   |                          |                          |                              |                          |
| <b>COURSE DESCRIPTION</b>   | Students identify, catalog, and record information about flora and fauna in selected areas of North America. Analysis and presentation of this information follows extensive field work. PREREQUISITE: LSC 1105 Environmental Biology, or LSC 1101 General Biology I, or permission of instructor. Lecture / Lab. |                          |                          |                              |                          |
|   | <i>YEAR 1<br/>2014</i>  | <i>YEAR 2<br/>2015</i>   | <i>YEAR 3<br/>2016</i>   | <i>YEAR 4<br/>2017</i>       | <i>YEAR 5<br/>2018</i>   |
| NUMBER OF STUDENTS ENROLLED   | 0   | 0                        | 0                        | 0                            | 0                        |
| CREDIT HOURS PRODUCED   | 0   | 0                        | 0                        | 0                            | 0                        |
| SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS   | NOTE:   | LAST OFFERED             | AS IND. STUDY IN 2002    | TWO SECTIONS OFFERED IN 2000 | N/A                      |
| IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)  | EIU<br>Il. State<br>SIUE  | EIU<br>Il. State<br>SIUE | EIU<br>Il. State<br>SIUE | EIU<br>Il. State<br>SIUE     | EIU<br>Il. State<br>SIUE |
| HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.  | This course had no enrollment during the review period. Although it does not satisfy the IAI general education core curriculum requirements, it is articulated with three state universities.   |                          |                          |                              |                          |
| WHAT DISAGGREGATED DATA WAS REVIEWED?   | Data reviewed include enrollment, credit hours produced, success rate, IAI and articulation status, applicability to programs of study, and location of offerings.  |                          |                          |                              |                          |
| WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.   | There was no enrollment in this course during the review period.  |                          |                          |                              |                          |
| <b>ACADEMIC COURSE REVIEW RESULTS</b>   |   |                          |                          |                              |                          |
| <b>Intended Action Steps</b><br>Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates. | Faculty reviewed the master syllabus for this course, with no recommendations.  |                          |                          |                              |                          |
| <b>Rationale</b><br>Provide a brief summary of the review findings and a rationale for any future modifications.  | Although this course experienced no enrollment, faculty recommend keeping the course for future offerings.  |                          |                          |                              |                          |



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| <b>Resources Needed</b>   | No additional resources are needed for this course. |
| <b>Responsibility</b><br>Who is responsible for completing or implementing the modifications? | There are no modifications required at this time.   |

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| <b>DATA ANALYSIS FOR ACADEMIC DISCIPLINES</b>   |   |                                  |                                  |                                  |                                  |
|---|---|----------------------------------|----------------------------------|----------------------------------|----------------------------------|
| Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.                 |   |                                  |                                  |                                  |                                  |
| <b>ACADEMIC DISCIPLINE AREA</b>   | Life & Physical Sciences  |                                  |                                  |                                  |                                  |
| <b>COURSE TITLE</b>   | LSC 2110, General Microbiology  |                                  |                                  |                                  |                                  |
| <b>COURSE DESCRIPTION</b>   | This course is an introduction to microbiology and microorganisms. A survey of major viruses, mycoplasmas, chlamydiae, rickettsiae, eubacteria, protozoa, and fungi along with their morphologies, cytologies, structures, functions, and habitats will be included. Major emphasis will be placed on the roles of pathogenic microbes and their effects on the health and well being of human life. Asepsis, disinfection, bacterial culturing, staining, microscopy, standard universal precautions, human microbial diseases, and immunology will also be covered. Laboratory exercises will be incorporated to support these topics. PREREQUISITE: 2 years high school biology, OR LSC 1101 General Biology I or equivalent, OR consent of instructor. Lecture / Lab. |                                  |                                  |                                  |                                  |
|   | <i>YEAR 1<br/>2014</i>  | <i>YEAR 2<br/>2015</i>           | <i>YEAR 3<br/>2016</i>           | <i>YEAR 4<br/>2017</i>           | <i>YEAR 5<br/>2018</i>           |
| NUMBER OF STUDENTS ENROLLED   | 140   | 157                              | 133                              | 111                              | 151                              |
| CREDIT HOURS PRODUCED   | 592   | 628                              | 532                              | 444                              | 604                              |
| SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS   | 91%   | 92%                              | 92%                              | 92%                              | 93%                              |
| IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)  | EIU<br>Il. State<br>SIUE<br>UIUC  | EIU<br>Il. State<br>SIUE<br>UIUC | EIU<br>Il. State<br>SIUE<br>UIUC | EIU<br>Il. State<br>SIUE<br>UIUC | EIU<br>Il. State<br>SIUE<br>UIUC |
| HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.  | Enrollment in LSC 2110 varied from 111 (2017) to 157 (2015) during the review period. Student success rates are high, with very little variation, only ranging from 91 to 93% in this review cycle.   |                                  |                                  |                                  |                                  |
| WHAT DISAGGREGATED DATA WAS REVIEWED?   | Data reviewed include enrollment, credit hours produced, success rate, IAI and articulation status, applicability to programs of study, and location of offerings.  |                                  |                                  |                                  |                                  |
| WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.   | There are no gaps in the data for LSC 2110.   |                                  |                                  |                                  |                                  |
| <b>ACADEMIC COURSE REVIEW RESULTS</b>   |   |                                  |                                  |                                  |                                  |
| <b>Intended Action Steps</b><br>Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates. | Faculty reviewed the master syllabus for this course in Fall 2018, recommending minor modifications.  |                                  |                                  |                                  |                                  |

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| <b>Rationale</b><br>Provide a brief summary of the review findings and a rationale for any future modifications. | LSC 2110 is recommended for students majoring in life sciences who intend to transfer to four-year institutions. LSC 2110 is articulated with four state universities and is a requirement for Olney Central College's Associate in Nursing degree. LSC 2110 receives sufficient enrollment and has high student success rates. |
| <b>Resources Needed</b>  | No additional resources are needed for this course.   |
| <b>Responsibility</b><br>Who is responsible for completing or implementing the modifications?                    | Syllabus modifications are complete. There are no other modifications required at this time.  |

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| <b>DATA ANALYSIS FOR ACADEMIC DISCIPLINES</b>   |   |                                  |                                  |                                  |                                  |
|---|---|----------------------------------|----------------------------------|----------------------------------|----------------------------------|
| Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.                 |   |                                  |                                  |                                  |                                  |
| <b>ACADEMIC DISCIPLINE AREA</b>   | Life & Physical Sciences  |                                  |                                  |                                  |                                  |
| <b>COURSE TITLE</b>   | LSC 2111, Human Anatomy & Physiology I  |                                  |                                  |                                  |                                  |
| <b>COURSE DESCRIPTION</b>   | This course will study the structures and functions and cells, tissues, organs, and some organ systems of the human body. These systems include: integumentary, skeletal, muscular, urinary, and reproductive. Fluids, electrolytes, acids, and bases are also discussed. Human cadavers or alternative selected mammal will be used to reinforce anatomical laboratory skills. Physiological mechanisms will also be emphasized. PREREQUISITE: Two years of high school biology or equivalent or consent of instructor. Lecture / Lab. |                                  |                                  |                                  |                                  |
|   | <i>YEAR 1<br/>2014</i>  | <i>YEAR 2<br/>2015</i>           | <i>YEAR 3<br/>2016</i>           | <i>YEAR 4<br/>2017</i>           | <i>YEAR 5<br/>2018</i>           |
| NUMBER OF STUDENTS ENROLLED   | 332   | 298                              | 276                              | 312                              | 301                              |
| CREDIT HOURS PRODUCED   | 1328  | 1192                             | 1104                             | 1248                             | 1204                             |
| SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS   | 93%   | 88%                              | 90%                              | 88%                              | 89%                              |
| IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)  | EIU<br>Il. State<br>SIUE<br>UIUC  | EIU<br>Il. State<br>SIUE<br>UIUC | EIU<br>Il. State<br>SIUE<br>UIUC | EIU<br>Il. State<br>SIUE<br>UIUC | EIU<br>Il. State<br>SIUE<br>UIUC |
| HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.  | Enrollment is LSC 2111 is strong, ranging from 276 in 2016 to 332 in 2014. Additionally, student success rates are both consistent and high (93, 88, 90, 88, and 89% in 2014, 2015, 2016, 2017, and 2018, respectively). This course is offered at all four Colleges. Both face-to-face and online formats are available to students.   |                                  |                                  |                                  |                                  |
| WHAT DISAGGREGATED DATA WAS REVIEWED?   | Data reviewed include enrollment, credit hours produced, success rate, IAI and articulation status, applicability to programs of study, and location of offerings.  |                                  |                                  |                                  |                                  |
| WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.   | There are no gaps in the data for LSC 2111.   |                                  |                                  |                                  |                                  |
| <b>ACADEMIC COURSE REVIEW RESULTS</b>   |   |                                  |                                  |                                  |                                  |
| <b>Intended Action Steps</b><br>Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates. | Faculty reviewed the master syllabus for this course in Fall 2018, recommending minor modifications.  |                                  |                                  |                                  |                                  |

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| <b>Rationale</b><br>Provide a brief summary of the review findings and a rationale for any future modifications. | LSC 2111 is required for various IECC degree programs, including Health Informatics, Massage Therapy, Medical Receptionist, Nursing, and Paramedicine. Additionally, this course is a prerequisite for some nursing classes. Although this course is not part of the IAI general education core curriculum, it is articulated with four state universities. LSC 2111 has high enrollment and has both consistent and high student success rates. |
| <b>Resources Needed</b>  | No additional resources are needed for this course.  |
| <b>Responsibility</b><br>Who is responsible for completing or implementing the modifications?                    | Syllabus modifications are complete. There are no other modifications required at this time.   |

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| <b>DATA ANALYSIS FOR ACADEMIC DISCIPLINES</b>   |   |                          |                                  |                                  |                                  |
|---|---|--------------------------|----------------------------------|----------------------------------|----------------------------------|
| Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.                 |   |                          |                                  |                                  |                                  |
| <b>ACADEMIC DISCIPLINE AREA</b>   | Life & Physical Sciences  |                          |                                  |                                  |                                  |
| <b>COURSE TITLE</b>   | LSC 2112, Human Anatomy & Physiology II   |                          |                                  |                                  |                                  |
| <b>COURSE DESCRIPTION</b>   | This course completes the study of the structure and function of human organ systems including nervous, endocrine, cardiovascular, lymphatic, respiratory, and digestive. Human cadavers or alternative selected mammal will be used to reinforce anatomical laboratory skills. Physiological mechanisms will be emphasized.<br>PREREQUISITE: LSC 2111 Human Anatomy and Physiology I or its equivalent, or consent of instructor. Lecture / Lab. |                          |                                  |                                  |                                  |
|   | <i>YEAR 1<br/>2014</i>  | <i>YEAR 2<br/>2015</i>   | <i>YEAR 3<br/>2016</i>           | <i>YEAR 4<br/>2017</i>           | <i>YEAR 5<br/>2018</i>           |
| NUMBER OF STUDENTS ENROLLED   | 213   | 146                      | 162                              | 184                              | 197                              |
| CREDIT HOURS PRODUCED   | 852   | 584                      | 648                              | 736                              | 788                              |
| SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS   | 87%   | 93%                      | 91%                              | 90%                              | 93%                              |
| IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)  | EIU<br>Il. State<br>SIUE  | EIU<br>Il. State<br>SIUE | EIU<br>Il. State<br>SIUE<br>UIUC | EIU<br>Il. State<br>SIUE<br>UIUC | EIU<br>Il. State<br>SIUE<br>UIUC |
| HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.  | Enrollment is LSC 2112 is strong, ranging from 146 in 2015 to 213 in 2014. Additionally, student success rates are high (87, 93, 91, 90, and 93% in 2014, 2015, 2016, 2017, and 2018, respectively), although with some variation by academic year. This course is offered at all four Colleges. Both face-to-face and online formats are available to students.  |                          |                                  |                                  |                                  |
| WHAT DISAGGREGATED DATA WAS REVIEWED?   | Data reviewed include enrollment, credit hours produced, success rate, IAI and articulation status, applicability to programs of study, and location of offerings.  |                          |                                  |                                  |                                  |
| WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.   | There are no gaps in the data for LSC 2112. Although there is some variation in student success rates, they are all acceptable and no discernable trends appear to exist.   |                          |                                  |                                  |                                  |
| <b>ACADEMIC COURSE REVIEW RESULTS</b>   |   |                          |                                  |                                  |                                  |
| <b>Intended Action Steps</b><br>Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates. | Faculty reviewed the master syllabus for this course in Fall 2018, recommending minor modifications.  |                          |                                  |                                  |                                  |
| <b>Rationale</b>  | LSC 2112 is required for Massage Therapy and Nursing students. Although this course is not part of the IAI general education core   |                          |                                  |                                  |                                  |

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| Provide a brief summary of the review findings and a rationale for any future modifications.  | curriculum, it is articulated with four state universities. LSC 2112 has high both enrollment and student success rates, although student success does vary slightly between review years. |
| <b>Resources Needed</b>   | No additional resources are needed for this course.  |
| <b>Responsibility</b><br>Who is responsible for completing or implementing the modifications? | Syllabus modifications are complete. There are no other modifications required at this time.   |

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| <b>DATA ANALYSIS FOR ACADEMIC DISCIPLINES</b>   |   |                          |                          |                          |                          |
|---|---|--------------------------|--------------------------|--------------------------|--------------------------|
| Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.                 |   |                          |                          |                          |                          |
| <b>ACADEMIC DISCIPLINE AREA</b>   | Life & Physical Sciences  |                          |                          |                          |                          |
| <b>COURSE TITLE</b>   | LSC 2113, Human Cadaver Anatomy   |                          |                          |                          |                          |
| <b>COURSE DESCRIPTION</b>   | This course will include a complete dissection of the human body with directed learning experiences designed to enhance histology and human cadaver dissection competence. Included are the following systems: integumentary, reproductive, skeletal, muscular, circulatory, nervous, sensory, endocrine, respiratory, urinary, and digestive. PREREQUISITE: LSC 2111 Human Anatomy & Physiology I and LSC 2112 Human Anatomy & Physiology II, or permission of instructor. Can be taken concurrently with LSC 2112. Instructor's permission is required to enter class. Lecture / Lab. |                          |                          |                          |                          |
|   | <i>YEAR 1</i><br>2014   | <i>YEAR 2</i><br>2015    | <i>YEAR 3</i><br>2016    | <i>YEAR 4</i><br>2017    | <i>YEAR 5</i><br>2018    |
| <i>NUMBER OF STUDENTS ENROLLED</i>  | 0   | 17                       | 4                        | 0                        | 8                        |
| <i>CREDIT HOURS PRODUCED</i>  | 0   | 34                       | 8                        | 0                        | 16                       |
| <i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>  | N/A   | 93%                      | 100%                     | N/A                      | 100%                     |
| <i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>   | EIU<br>Il. State<br>SIUE  | EIU<br>Il. State<br>SIUE | EIU<br>Il. State<br>SIUE | EIU<br>Il. State<br>SIUE | EIU<br>Il. State<br>SIUE |
| <i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i>   | LSC 2113 enrollment varied from 4 students in 2016 to 17 students in 2017; 4 students enrolled in 2016. There was no enrollment in 2014 or 2017. Student success rates in this course are high, although with some variation, ranging from 93% in 2015 to 100% in both 2016 and 2018. Lincoln Trail, Olney Central, and Wabash Valley Colleges each offer the course.   |                          |                          |                          |                          |
| <i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i>  | Data reviewed include enrollment, credit hours produced, success rate, IAI and articulation status, applicability to programs of study, and location of offerings.  |                          |                          |                          |                          |
| <i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i>  | There are gaps in 2014 and 2017 due to lack of enrollment; however, this is not unusual for this course.  |                          |                          |                          |                          |
| <b>ACADEMIC COURSE REVIEW RESULTS</b>   |   |                          |                          |                          |                          |
| <b>Intended Action Steps</b><br>Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates. | IECC faculty reviewed the master syllabus in August 2018, recommending only minor changes.  |                          |                          |                          |                          |



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| <b>Rationale</b><br>Provide a brief summary of the review findings and a rationale for any future modifications. | LSC 2113 is a special interest course for Anatomy & Physiology students interested in cadaver dissection. It is not required for any program, nor does it satisfy the IAI general education core curriculum, but it is articulated with three state universities. The course is not offered every year, but receives sufficient enrollment when it is offered. Student success rates are high. |
| <b>Resources Needed</b>  | No additional resources are needed for this course.  |
| <b>Responsibility</b><br>Who is responsible for completing or implementing the modifications?                    | There are no recommendations for this course.  |

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| <b><i>DATA ANALYSIS FOR ACADEMIC DISCIPLINES</i></b>  |   |                          |                          |                          |                          |
|---|---|--------------------------|--------------------------|--------------------------|--------------------------|
| Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.                 |   |                          |                          |                          |                          |
| <b>ACADEMIC DISCIPLINE AREA</b>   | Life & Physical Sciences  |                          |                          |                          |                          |
| <b>COURSE TITLE</b>   | LSC 2114, Intro to Human Pathophysiology  |                          |                          |                          |                          |
| <b>COURSE DESCRIPTION</b>   | Underlying molecular mechanisms and causes of altered physiological states in the human body are covered. Major concepts emphasized in the course include maintenance of acid-base and body fluid balances, oxygenation, neuroendocrine regulation and control, immune defense mechanisms, cardiovascular mechanisms, and aging. Critical thinking and problem solving techniques will be used to study the interaction of body systems in the development of various disease states. This course is designed for Allied Health practitioners and preprofessional students. PREREQUISITES: LSC 2111 Human Anatomy & Physiology I, LSC 2112 Human Anatomy & Physiology II, or LSC 2265 Medical Assisting Anatomy. Lecture. |                          |                          |                          |                          |
|   | <i>YEAR 1<br/>2014</i>  | <i>YEAR 2<br/>2015</i>   | <i>YEAR 3<br/>2016</i>   | <i>YEAR 4<br/>2017</i>   | <i>YEAR 5<br/>2018</i>   |
| NUMBER OF STUDENTS ENROLLED   | 4   | 0                        | 0                        | 6                        | 7                        |
| CREDIT HOURS PRODUCED   | 12  | 0                        | 0                        | 18                       | 21                       |
| SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS   | 75%   | N/A                      | N/A                      | 80%                      | 100%                     |
| IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)  | EIU<br>Il. State<br>SIUE  | EIU<br>Il. State<br>SIUE | EIU<br>Il. State<br>SIUE | EIU<br>Il. State<br>SIUE | EIU<br>Il. State<br>SIUE |
| HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.  | Enrollment in LSC 2114 is light (4, 0, 0, 6, and 7 students in 2014, 2015, 2016, 2017, and 2018, respectively). Student success rates are average to high with substantial variation (75, 80, and 100% in 2014, 2017, and 2018, respectively).  |                          |                          |                          |                          |
| WHAT DISAGGREGATED DATA WAS REVIEWED?   | Data reviewed include enrollment, credit hours produced, success rate, IAI status, applicability to programs of study, and location of offerings.   |                          |                          |                          |                          |
| WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.   | There are gaps in the data for 2015 and 2016; however, these gaps result from lack of enrollment.   |                          |                          |                          |                          |
| <b><i>ACADEMIC COURSE REVIEW RESULTS</i></b>  |   |                          |                          |                          |                          |
| <b>Intended Action Steps</b><br>Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates. | IECC faculty reviewed the master syllabus in 2018, recommending minor modification.   |                          |                          |                          |                          |

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| <b>Rationale</b><br>Provide a brief summary of the review findings and a rationale for any future modifications. | LSC 2114 is required for the Certified Medical Assistant and Massage Therapy programs. Although it does not satisfy the IAI general education core curriculum, it is articulated with three state universities. Enrollment is low, but student success rates are relatively high, albeit with variation. |
| <b>Resources Needed</b>  | No additional resources are needed for this course.  |
| <b>Responsibility</b><br>Who is responsible for completing or implementing the modifications?                    | There are no recommendations for this course.  |

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| <b><i>DATA ANALYSIS FOR ACADEMIC DISCIPLINES</i></b>  |   |                          |                          |                                  |                                  |
|---|---|--------------------------|--------------------------|----------------------------------|----------------------------------|
| Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.                 |   |                          |                          |                                  |                                  |
| <b>ACADEMIC DISCIPLINE AREA</b>   | Life & Physical Sciences  |                          |                          |                                  |                                  |
| <b>COURSE TITLE</b>   | MUL 1198 Topics/Issues in the Sciences  |                          |                          |                                  |                                  |
| <b>COURSE DESCRIPTION</b>   | Seminar on a special topic or current issue in one or more of the biological or physical sciences. PREREQUISITE: Consent of the instructor.   |                          |                          |                                  |                                  |
|   | <i>YEAR 1<br/>2014</i>  | <i>YEAR 2<br/>2015</i>   | <i>YEAR 3<br/>2016</i>   | <i>YEAR 4<br/>2017</i>           | <i>YEAR 5<br/>2018</i>           |
| NUMBER OF STUDENTS ENROLLED   | 48  | 16                       | 19                       | 43                               | 16                               |
| CREDIT HOURS PRODUCED   | 64  | 16                       | 19                       | 58                               | 16                               |
| SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS   | 100%  | 94%                      | 94%                      | 97%                              | 100%                             |
| IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)  | EIU<br>Il. State<br>SIUE  | EIU<br>Il. State<br>SIUE | EIU<br>Il. State<br>SIUE | EIU<br>Il. State<br>SIUE<br>UIUC | EIU<br>Il. State<br>SIUE<br>UIUC |
| HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.  | MUL 1198 had variable enrollment between each review year, ranging from 16 in both 2015 and 2018 to 48 in 2014. Student success rates were high in each year (100, 94, 94, 97, and 100% in 2014, 2015, 2016, 2017, and 2018, respectively), although some variation exists. |                          |                          |                                  |                                  |
| WHAT DISAGGREGATED DATA WAS REVIEWED?   | Data reviewed include enrollment, credit hours produced, success rate, IAI status, applicability to programs of study, and location of offerings.   |                          |                          |                                  |                                  |
| WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.   | There are no identifiable gaps in the data.   |                          |                          |                                  |                                  |
| <b><i>ACADEMIC COURSE REVIEW RESULTS</i></b>  |   |                          |                          |                                  |                                  |
| <b>Intended Action Steps</b><br>Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates. | Faculty reviewed the master syllabus in Fall 2018, with minor recommendations.  |                          |                          |                                  |                                  |
| <b>Rationale</b><br>Provide a brief summary of the review findings and a rationale for any future modifications.  | MUL 1198 is a special topics course that may be used by all science disciplines. The course is articulated with three state universities.   |                          |                          |                                  |                                  |
| <b>Resources Needed</b>   | No additional resources are needed for this course.   |                          |                          |                                  |                                  |

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| <b>Responsibility</b><br>Who is responsible for completing or implementing the modifications? | No modifications are required at this time. |
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| <b><i>DATA ANALYSIS FOR ACADEMIC DISCIPLINES</i></b>  |   |                        |                        |                        |                        |
|---|---|------------------------|------------------------|------------------------|------------------------|
| Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.                 |   |                        |                        |                        |                        |
| <b>ACADEMIC DISCIPLINE AREA</b>   | Life & Physical Sciences  |                        |                        |                        |                        |
| <b>COURSE TITLE</b>   | PHY 1110, Survey of Physics   |                        |                        |                        |                        |
| <b>COURSE DESCRIPTION</b>   | PHY 1110 is designed for non-science majors. This course emphasizes the relevance of physics to twenty-first century living. The guiding principle in selecting topics for this course is to present basic concepts that are relevant to an informed individual in today's society. The student will be involved not only in the body of knowledge that is physics but also in the method that is in physics. Credit for this course cannot be applied toward a major or minor in physics. Credit for this course cannot be awarded to an individual who has successfully completed a previous course in college physics. PREREQUISITE: A grade of C or better in REM 0421 Beginning Algebra, or a grade of C or better in the first year of high school algebra, or a sufficient score on the placement test. Lecture / Lab. |                        |                        |                        |                        |
|   | <i>YEAR 1<br/>2014</i>  | <i>YEAR 2<br/>2015</i> | <i>YEAR 3<br/>2016</i> | <i>YEAR 4<br/>2017</i> | <i>YEAR 5<br/>2018</i> |
| NUMBER OF STUDENTS ENROLLED   | 43  | 22                     | 39                     | 12                     | 28                     |
| CREDIT HOURS PRODUCED   | 172   | 88                     | 156                    | 48                     | 112                    |
| SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS   | 92%   | 89%                    | 97%                    | 100%                   | 83%                    |
| IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)  | P1 901L   | P1 901L                | P1 901L                | P1 901L                | P1 901L                |
| HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.  | Enrollment in PHY 1110 varied by review year, ranging from 12 students in 2017 to 43 students in 2014. Success rates were high (92, 89, 97, 100, and 83% in 2014, 2015, 2016, 2017, and 2018, respectively), although variation does exist between years, with the widest gap between 2017 and 2018 (17% decline in success).   |                        |                        |                        |                        |
| WHAT DISAGGREGATED DATA WAS REVIEWED?   | Data reviewed include enrollment, credit hours produced, success rate, IAI status, applicability to programs of study, and location of offerings.   |                        |                        |                        |                        |
| WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.   | There are no discernable differences in the data reviewed; however, one instructor reported discrepancies in the data gathered compared to enrollment in their sections as well as incorrect calculations of credit hours generated.  |                        |                        |                        |                        |
| <b><i>ACADEMIC COURSE REVIEW RESULTS</i></b>  |   |                        |                        |                        |                        |
| <b>Intended Action Steps</b><br>Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates. | Faculty reviewed the master syllabus in Fall 2018, making minor recommendations.  |                        |                        |                        |                        |

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| <b>Rationale</b><br>Provide a brief summary of the review findings and a rationale for any future modifications. | Other than minor errors in data, no modifications appear necessary.         |
| <b>Resources Needed</b>  | No additional resources are needed for this course.                         |
| <b>Responsibility</b><br>Who is responsible for completing or implementing the modifications?                    | Instructor will work with Dean Conn on any future modifications, as needed. |

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| <b>DATA ANALYSIS FOR ACADEMIC DISCIPLINES</b>   |  |                        |                        |                        |                        |
|---|--|------------------------|------------------------|------------------------|------------------------|
| Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.                 |  |                        |                        |                        |                        |
| <b>ACADEMIC DISCIPLINE AREA</b>   | Life & Physical Sciences   |                        |                        |                        |                        |
| <b>COURSE TITLE</b>   | PHY 1111, Technical Physics I  |                        |                        |                        |                        |
| <b>COURSE DESCRIPTION</b>   | This is a course in mechanics and fluids for the vocational-technical student. It covers Newton's Laws, conditions for equilibrium, torque, momentum, motion in one and two dimensions, work, energy, power, and fluids. Lecture / Lab.  |                        |                        |                        |                        |
|   | <i>YEAR 1<br/>2014</i>   | <i>YEAR 2<br/>2015</i> | <i>YEAR 3<br/>2016</i> | <i>YEAR 4<br/>2017</i> | <i>YEAR 5<br/>2018</i> |
| NUMBER OF STUDENTS ENROLLED   | 0  | 8                      | 0                      | 0                      | 12                     |
| CREDIT HOURS PRODUCED   | 0  | 32                     | 0                      | 0                      | 48                     |
| SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS   | N/A  | 83%                    | N/A                    | N/A                    | 83%                    |
| IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)  | EIU<br>SIUE<br>UIUC  | EIU<br>SIUE<br>UIUC    | EIU<br>SIUE<br>UIUC    | EIU<br>SIUE<br>UIUC    | EIU<br>SIUE<br>UIUC    |
| HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.  | Enrollment in PHY 1111 varied between 2015 (8 students) and 2018 (12 students). No students enrolled in 2014, 2016, and 2017. Success rates were consistent (83%) in both years.   |                        |                        |                        |                        |
| WHAT DISAGGREGATED DATA WAS REVIEWED?   | Data reviewed include enrollment, credit hours produced, success rate, IAI status, applicability to programs of study, and location of offerings.  |                        |                        |                        |                        |
| WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.   | There are gaps in the data due to lack of enrollment in three years; however, success rates are consistent and acceptable in the two years with enrollment.  |                        |                        |                        |                        |
| <b>ACADEMIC COURSE REVIEW RESULTS</b>   |  |                        |                        |                        |                        |
| <b>Intended Action Steps</b><br>Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates. | Faculty reviewed the master syllabus in Fall 2018, making minor recommendations.   |                        |                        |                        |                        |
| <b>Rationale</b><br>Provide a brief summary of the review findings and a rationale for any future modifications.  | PHY 1111 supports and is a requirement for the Advanced Manufacturing, Automotive Technology, Construction: Trade Technology, and Energy Technology programs. Although the course does not meet general education requirements, it is articulated with three state universities. |                        |                        |                        |                        |
| <b>Resources Needed</b>   | No additional resources are needed for this course.  |                        |                        |                        |                        |
| <b>Responsibility</b>   | Not applicable.  |                        |                        |                        |                        |



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| Who is responsible for completing or implementing the modifications? |  |
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| <b><i>DATA ANALYSIS FOR ACADEMIC DISCIPLINES</i></b>  |  |                        |                        |                        |                        |
|---|--|------------------------|------------------------|------------------------|------------------------|
| Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.                 |  |                        |                        |                        |                        |
| <b>ACADEMIC DISCIPLINE AREA</b>   | Life & Physical Sciences   |                        |                        |                        |                        |
| <b>COURSE TITLE</b>   | PHY 1120, Physics I  |                        |                        |                        |                        |
| <b>COURSE DESCRIPTION</b>   | This trigonometry-based course is the first of a two-semester sequence structured for students in pre-professional curricula. It covers kinematics in one and two dimensions, Newton's laws, gravitation, work, energy, impulse, momentum, torque, equilibrium, rotation of rigid bodies, elasticity, simple harmonic motion, fluids statics and dynamics, heat transfer, thermal properties of matter, laws of thermodynamics, and sound. PREREQUISITE: MTH 1105 Trigonometry or current registration in MTH 1105. Lecture / Lab. |                        |                        |                        |                        |
|   | <i>YEAR 1<br/>2014</i>   | <i>YEAR 2<br/>2015</i> | <i>YEAR 3<br/>2016</i> | <i>YEAR 4<br/>2017</i> | <i>YEAR 5<br/>2018</i> |
| NUMBER OF STUDENTS ENROLLED   | 29   | 12                     | 19                     | 21                     | 7                      |
| CREDIT HOURS PRODUCED   | 145  | 60                     | 95                     | 105                    | 35                     |
| SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS   | 96%  | 100%                   | 93%                    | 94%                    | 57%                    |
| IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)  | P1 900L  | P1 900L                | P1 900L                | P1 900L                | P1 900L                |
| HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.  | Enrollment in PHY 1120 varied between review years, ranging from 7 students in 2018 to 29 students in 2014. Student success rates also varied (96, 100, 93, 94, and 57% in 2014, 2015, 2016, 2017, and 2018, respectively). The 2018 success rate (57%) is not acceptable.   |                        |                        |                        |                        |
| WHAT DISAGGREGATED DATA WAS REVIEWED?   | Data reviewed include enrollment, credit hours produced, success rate, IAI status, applicability to programs of study, and location of offerings.  |                        |                        |                        |                        |
| WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.   | There are challenges with the data as one instructor reports that there were 12 students enrolled (not 7) in 2018 and that the success rate that year was 75% (not 57%).   |                        |                        |                        |                        |
| <b><i>ACADEMIC COURSE REVIEW RESULTS</i></b>  |  |                        |                        |                        |                        |
| <b>Intended Action Steps</b><br>Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates. | Faculty will modify the master and course syllabi for IAI approval, work with their deans to increase distance learning delivery opportunities, and upgrade laboratories.  |                        |                        |                        |                        |
| <b>Rationale</b><br>Provide a brief summary of the review findings and a  | PHY 1120 satisfies the physical sciences requirement of the IAI general education core curriculum, benefiting students enrolled in the Associate in Science, Associate in Arts, Associate in Science & Arts, Associate in General Studies, and Certificate in General  |                        |                        |                        |                        |

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| <p>rationale for any future modifications.</p>  | <p>Studies programs. The course maintained the same IAI code (P1 900L, General Education Physics) in each of the three semesters it was offered.</p>  |
| <p><b>Resources Needed</b></p>  | <p>Faculty report the following resources needed for PHY 1120:</p> <ul style="list-style-type: none"> <li>• Monetary support at both the college and district level for upgrading the classrooms/laboratories.</li> <li>• Technical support at the college level to effectively carry out distance delivery.</li> <li>• Due to a decreasing population within the district, a duplication of effort is becoming less sustainable. Certain courses will need to be centralized.</li> <li>• Current online delivery method is not consistent with the GECC Physical Sciences criteria published in Fall 2018 by the Physical Science panel which states, "A course may not be approved if a majority of the combination of the labs are simulated, demonstration, reviews, or field trips."</li> <li>• Neither the classrooms nor the laboratories are aligned with best practices as outlined by the American Physical Society or the American Association of Physics Teachers.</li> </ul> |
| <p><b>Responsibility</b><br/>Who is responsible for completing or implementing the modifications?</p> | <p>Each College will review laboratory needs. The Deans Committee will review technical upgrades for distance learning purposes. The CAO will explore the current online lab model and its applicability to IAI standards.</p>  |

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| <b>DATA ANALYSIS FOR ACADEMIC DISCIPLINES</b>   |   |                             |                             |                             |                             |
|---|---|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.                 |   |                             |                             |                             |                             |
| <b>ACADEMIC DISCIPLINE AREA</b>   | Life & Physical Sciences  |                             |                             |                             |                             |
| <b>COURSE TITLE</b>   | PHY 1122, Physics II  |                             |                             |                             |                             |
| <b>COURSE DESCRIPTION</b>   | This trigonometry-based course is the second of a two-semester sequence structured for students in pre-professional curricula. It covers electricity, magnetism, light, geometrical and physical optics, wave motion, relativity, quantum theory, atomic and nuclear physics. PREREQUISITE: PHY 1120 Physics I or consent of instructor. Lecture / Lab. |                             |                             |                             |                             |
|   | <i>YEAR 1<br/>2014</i>  | <i>YEAR 2<br/>2015</i>      | <i>YEAR 3<br/>2016</i>      | <i>YEAR 4<br/>2017</i>      | <i>YEAR 5<br/>2018</i>      |
| NUMBER OF STUDENTS ENROLLED   | 9   | 0                           | 0                           | 0                           | 0                           |
| CREDIT HOURS PRODUCED   | 45  | 0                           | 0                           | 0                           | 0                           |
| SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS   | 100%  | N/A                         | N/A                         | N/A                         | N/A                         |
| IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)  | EIU<br>SIUE<br>SIUC<br>UIUC   | EIU<br>SIUE<br>SIUC<br>UIUC | EIU<br>SIUE<br>SIUC<br>UIUC | EIU<br>SIUE<br>SIUC<br>UIUC | EIU<br>SIUE<br>SIUC<br>UIUC |
| HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.  | PHY 1122 only had enrollment in 2014 (9 students). All (100%) students success passed the course.   |                             |                             |                             |                             |
| WHAT DISAGGREGATED DATA WAS REVIEWED?   | Data reviewed include enrollment, credit hours produced, success rate, IAI status, applicability to programs of study, and location of offerings.   |                             |                             |                             |                             |
| WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.   | Faculty report inconsistencies in the reported data. Although data gathered for the review indicate no enrollment in 2015, 2016, 2017, and 2018, faculty report as many as 15 students enrolled, spread among those review years, all with 100% success rates.  |                             |                             |                             |                             |
| <b>ACADEMIC COURSE REVIEW RESULTS</b>   |   |                             |                             |                             |                             |
| <b>Intended Action Steps</b><br>Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates. | Faculty will modify the master and course syllabi for IAI approval, work with their deans to increase distance learning delivery opportunities, and upgrade laboratories.   |                             |                             |                             |                             |
| <b>Rationale</b><br>Provide a brief summary of the review findings and a rationale for any future modifications.  | PHY 1122 is the second of a two-semester physics sequence. Although the course is not approved for general education credit, it is articulated with four state universities. The course benefits science students transferring to four-year institutions.   |                             |                             |                             |                             |

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| <p><b>Resources Needed</b></p>  | <p>Faculty report the following resources needed for PHY 1122:</p> <ul style="list-style-type: none"> <li>• Monetary support at both the college and district level for upgrading the classrooms/laboratories.</li> <li>• Technical support at the college level to effectively carry out distance delivery.</li> <li>• Due to a decreasing population within the district, a duplication of effort is becoming less sustainable. Certain courses will need to be centralized.</li> <li>• Current online delivery method is not consistent with the GECC Physical Sciences criteria published in Fall 2018 by the Physical Science panel which states, "A course may not be approved if a majority of the combination of the labs are simulated, demonstration, reviews, or field trips."</li> <li>• Neither the classrooms nor the laboratories are aligned with best practices as outlined by the American Physical Society or the American Association of Physics Teachers.</li> </ul> |
| <p><b>Responsibility</b><br/>Who is responsible for completing or implementing the modifications?</p> | <p>Each College will review laboratory needs. The Deans Committee will review technical upgrades for distance learning purposes. The CAO will explore the current online lab model and its applicability to IAI standards.</p>  |

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| <b><i>DATA ANALYSIS FOR ACADEMIC DISCIPLINES</i></b>  |   |                       |                       |                       |                       |
|---|---|-----------------------|-----------------------|-----------------------|-----------------------|
| Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.                 |   |                       |                       |                       |                       |
| <b>ACADEMIC DISCIPLINE AREA</b>   | Life & Physical Sciences  |                       |                       |                       |                       |
| <b>COURSE TITLE</b>   | PHY 2110, General Physics I   |                       |                       |                       |                       |
| <b>COURSE DESCRIPTION</b>   | This is a calculus-based course in mechanics and heat. It covers kinematics in one and two dimensions, Newton's laws, gravitation, work, energy, impulse, momentum, torque, equilibrium, rotation of rigid bodies, elasticity, simple harmonic motion, fluid statics and dynamics, heat transfer, thermal properties of matter, first and second laws of thermodynamics, and the kinetic theory of gases. PREREQUISITE: MTH 1171 Calculus and Analytic Geometry I or current registration in MTH 1171. Lecture / Lab. |                       |                       |                       |                       |
|   | <i>YEAR 1</i><br>2014   | <i>YEAR 2</i><br>2015 | <i>YEAR 3</i><br>2016 | <i>YEAR 4</i><br>2017 | <i>YEAR 5</i><br>2018 |
| NUMBER OF STUDENTS ENROLLED   | 37  | 0                     | 25                    | 27                    | 27                    |
| CREDIT HOURS PRODUCED   | 185   | 0                     | 125                   | 135                   | 135                   |
| SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS   | 97%   | N/A                   | 95%                   | 88%                   | 70%                   |
| IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)  | P2 900L<br>PHY 911  | P2 900L<br>PHY 911    | P2 900L<br>PHY 911    | P2 900L<br>PHY 911    | P2 900L<br>PHY 911    |
| HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.  | Enrollment in PHY 2110 varied from 25 in 2016 to 37 in 2014. No students enrolled in 2015. Success rates decreased in each year with enrollment (97, 95, 88, and 70% in 2014, 2016, 2017, and 2018, respectively) possibly indicating a trend.  |                       |                       |                       |                       |
| WHAT DISAGGREGATED DATA WAS REVIEWED?   | Data reviewed include enrollment, credit hours produced, success rate, IAI status, applicability to programs of study, and location of offerings.   |                       |                       |                       |                       |
| WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.   | Faculty report inconsistencies in the reported data. Although data gathered for the review indicate no enrollment in 2015, faculty report one independent study student successfully passing in that year. Additionally, faculty report inconsistencies in enrollment reporting in the other years as well.   |                       |                       |                       |                       |
| <b><i>ACADEMIC COURSE REVIEW RESULTS</i></b>  |   |                       |                       |                       |                       |
| <b>Intended Action Steps</b><br>Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates. | Faculty will modify the master and course syllabi for IAI approval, work with their deans to increase distance learning delivery opportunities, and upgrade laboratories. Data inconsistencies and discrepancies will be investigated.  |                       |                       |                       |                       |
| <b>Rationale</b><br>Provide a brief summary of the review findings and a rationale for any future modifications.  | PHY 2110 satisfies the physical sciences requirement of the IAI general education core curriculum, benefiting students enrolled in the Associate in Science, Associate in Arts, Associate in Science & Arts, Associate in General Studies, and Certificate in General   |                       |                       |                       |                       |

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|   | <p>Studies programs. The course maintained the same IAI code (P2 900L, Calculus-Based Physics I) in each of the three semesters it was offered.</p>   |
| <p><b>Resources Needed</b></p>  | <p>Faculty report the following resources needed for PHY 2110:</p> <ul style="list-style-type: none"> <li>• Monetary support at both the college and district level for upgrading the classrooms/laboratories.</li> <li>• Technical support at the college level to effectively carry out distance delivery.</li> <li>• Due to a decreasing population within the district, a duplication of effort is becoming less sustainable. Certain courses will need to be centralized.</li> <li>• Current online delivery method is not consistent with the criteria of the Physics Major panel published in Fall 2018 by which states, "No lab course will be approved if the majority of course's lab modules consists of virtual labs, field trips, multimedia and similar activities."</li> <li>• Neither the classrooms nor the laboratories are aligned with best practices as outlined by the American Physical Society or the American Association of Physics Teachers.</li> <li>• All of this is necessary to maintain/increase course enrollment and success rate.</li> </ul> |
| <p><b>Responsibility</b><br/>Who is responsible for completing or implementing the modifications?</p> | <p>Each College will review laboratory needs. The Deans Committee will review technical upgrades for distance learning purposes. The CAO will explore the current online lab model and its applicability to IAI standards.</p>  |

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| <b><i>DATA ANALYSIS FOR ACADEMIC DISCIPLINES</i></b>  |   |                        |                        |                        |                        |
|---|---|------------------------|------------------------|------------------------|------------------------|
| Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.                 |   |                        |                        |                        |                        |
| <b>ACADEMIC DISCIPLINE AREA</b>   | Life & Physical Sciences  |                        |                        |                        |                        |
| <b>COURSE TITLE</b>   | PHY 2112, General Physics II  |                        |                        |                        |                        |
| <b>COURSE DESCRIPTION</b>   | This is a course in electricity, magnetism and light for science and engineering majors using the methods of calculus. It covers Coulomb's Law, Gauss' Law, potential, capacitance, dielectrics, Kirchhoff's rules, the magnetic field, Ampere's Law, induced electromotive force, inductance, magnetic properties of matter, alternating currents, electromagnetic waves, reflection and refraction of light, spherical mirrors, lenses, and optical instruments, interference, and diffraction. PREREQUISITE: PHY 2110 General Physics I and MTH 1172 Calculus and Analytic Geometry II or current registration in MTH 1172. Lecture / Lab. |                        |                        |                        |                        |
|   | <i>YEAR 1<br/>2014</i>  | <i>YEAR 2<br/>2015</i> | <i>YEAR 3<br/>2016</i> | <i>YEAR 4<br/>2017</i> | <i>YEAR 5<br/>2018</i> |
| NUMBER OF STUDENTS ENROLLED   | 25  | 13                     | 11                     | 9                      | 8                      |
| CREDIT HOURS PRODUCED   | 125   | 65                     | 55                     | 45                     | 40                     |
| SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS   | 100%  | 91%                    | 90%                    | 89%                    | 88%                    |
| IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)  | PHY 912   | PHY 912                | PHY 912                | PHY 912                | PHY 912                |
| HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.  | Enrollment in PHY 2112 decreased in each year of the review period, ranging from 25 students in 2014 to 8 students in 2018. Success rates also decreased with each review year (100, 91, 90, 89, and 88% in 2014, 2015, 2016, 2017, and 2018, respectively).  |                        |                        |                        |                        |
| WHAT DISAGGREGATED DATA WAS REVIEWED?   | Data reviewed include enrollment, credit hours produced, success rate, IAI status, applicability to programs of study, and location of offerings.   |                        |                        |                        |                        |
| WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.   | There are no gaps in the data, but there is a noticeable trend in both enrollment and success rates from each review year.  |                        |                        |                        |                        |
| <b><i>ACADEMIC COURSE REVIEW RESULTS</i></b>  |   |                        |                        |                        |                        |
| <b>Intended Action Steps</b><br>Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates. | Faculty will work with their deans to increase distance learning delivery opportunities and upgrade laboratories. The Deans will explore IAI acceptance of online delivery for laboratories.  |                        |                        |                        |                        |
| <b>Rationale</b><br>Provide a brief summary of the review findings and a rationale for any future modifications.  | PHY 2112 is the second course in the calculus-based physics sequence. This course benefits physics and engineering students transferring to four-year institutions, among other science-discipline students. The course maintained its IAI major's course   |                        |                        |                        |                        |



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|   | code (PHY 912, Calculus-Based Physics II – Electricity and Magnetism with Lab) during all five review years.  |
| <b>Resources Needed</b>   | <p>Faculty report the following resources needed for PHY 2112:</p> <ul style="list-style-type: none"> <li>• Monetary support at both the college and district level for upgrading the classrooms/laboratories.</li> <li>• Technical support at the college level to effectively carry out distance delivery.</li> <li>• Due to a decreasing population within the district, a duplication of effort is becoming less sustainable. Certain courses will need to be centralized.</li> <li>• Current online delivery method is not consistent with the criteria of the Physics Major panel published in Fall 2018 by which states, “No lab course will be approved if the majority of course's lab modules consists of virtual labs, field trips, multimedia and similar activities.”</li> <li>• Neither the classrooms nor the laboratories are aligned with best practices as outlined by the American Physical Society or the American Association of Physics Teachers.</li> <li>• All of this is necessary to maintain/increase course enrollment and success rate.</li> </ul> |
| <b>Responsibility</b><br>Who is responsible for completing or implementing the modifications? | Each College will review laboratory needs. The Deans Committee will review technical upgrades for distance learning purposes. The CAO will explore the current online lab model and its applicability to IAI standards.   |

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| <b><i>DATA ANALYSIS FOR ACADEMIC DISCIPLINES</i></b>  |   |                              |                              |                              |                              |
|---|---|------------------------------|------------------------------|------------------------------|------------------------------|
| Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available. |   |                              |                              |                              |                              |
| <b>ACADEMIC DISCIPLINE AREA</b>   | Life & Physical Sciences  |                              |                              |                              |                              |
| <b>COURSE TITLE</b>   | PHY 2114, Modern Physics  |                              |                              |                              |                              |
| <b>COURSE DESCRIPTION</b>   | A course for students in engineering, mathematics, physics and chemistry. Topics include the following: waves; special relativity; origin of quantum theory; quantum mechanics; atomic view of matter; solid state physics and conduction; nuclear energy; radioactivity; nuclear structure; elementary particles.<br>PREREQUISITE: PHY 2112 General Physics II AND CO-REQUISITE: MTH 2173 Calculus and Analytic Geometry III. Lecture / Lab.                       |                              |                              |                              |                              |
|   | <i>YEAR 1</i><br><i>2014</i>  | <i>YEAR 2</i><br><i>2015</i> | <i>YEAR 3</i><br><i>2016</i> | <i>YEAR 4</i><br><i>2017</i> | <i>YEAR 5</i><br><i>2018</i> |
| NUMBER OF STUDENTS ENROLLED   | 11  | 0                            | 0                            | 4                            | 0                            |
| CREDIT HOURS PRODUCED   | 33  | 0                            | 0                            | 12                           | 0                            |
| SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS   | 100%  | N/A                          | N/A                          | 50%                          | N/A                          |
| IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)  | EIU<br>SIUE<br>SIUC<br>UIUC   | EIU<br>SIUE<br>SIUC<br>UIUC  | EIU<br>SIUE<br>SIUC<br>UIUC  | EIU<br>SIUE<br>SIUC<br>UIUC  | EIU<br>SIUE<br>SIUC<br>UIUC  |
| HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.  | Enrollment in PHY 2114 varied between review years, ranging from 4 students in 2017 to 11 students in 2014. There were no students enrolled in 2015, 2016, and 2018. Success rates also varied greatly between review years (100 and 50% in 2014 and 2017, respectively). With such low enrollment, it is difficult to discern whether these percentages are valuable; however, looking at the data in aggregate over the entire review period is more encouraging. |                              |                              |                              |                              |
| WHAT DISAGGREGATED DATA WAS REVIEWED?   | Data reviewed include enrollment, credit hours produced, success rate, IAI status, applicability to programs of study, and location of offerings.   |                              |                              |                              |                              |
| WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.   | There are gaps in the data due to a lack of enrollment in 2015, 2016, and 2018. Faculty report inconsistencies in data gathered for this report, stating that there was enrollment in all three of these review years (5, 5, and 6 students, respectively), all with 100% success rates.  |                              |                              |                              |                              |
| <b><i>ACADEMIC COURSE REVIEW RESULTS</i></b>  |   |                              |                              |                              |                              |
| <b>Intended Action Steps</b><br>Please detail action steps to be completed in the future based on this review with a                    | Faculty reviewed the master syllabus in Fall 2018, making minor recommendations.  |                              |                              |                              |                              |

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| <p>timeline and/or anticipated dates.</p>  |  |
| <p><b>Rationale</b><br/>Provide a brief summary of the review findings and a rationale for any future modifications.</p> | <p>PHY 2114 is a course that benefits students in engineering, mathematics, physics, and chemistry. It does not meet general education requirements; however, it is articulated with four state universities.</p>  |
| <p><b>Resources Needed</b></p>   | <p>Faculty report the following resources needed for PHY 2114:</p> <ul style="list-style-type: none"> <li>• Monetary support at both the college and district level for upgrading the classrooms/laboratories.</li> <li>• Technical support at the college level to effectively carry out distance delivery.</li> <li>• Due to a decreasing population within the district a duplication of effort is becoming less sustainable. Certain courses will need to be centralized.</li> <li>• Current online delivery method is not consistent with the criteria of the Physics Major panel published in Fall 2018 by which states, "No lab course will be approved if the majority of course's lab modules consists of virtual labs, field trips, multimedia and similar activities."</li> <li>• Neither the classrooms nor the laboratories are aligned with best practices as outlined by the American Physical Society or the American Association of Physics Teachers.</li> </ul> <p>All of this is necessary to maintain/increase course enrollment and success rate.</p> |
| <p><b>Responsibility</b><br/>Who is responsible for completing or implementing the modifications?</p>                    | <p>Each College will review laboratory needs. The Deans Committee will review technical upgrades for distance learning purposes. The CAO will explore the current online lab model and its applicability to IAI standards.</p>   |

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| <b>DATA ANALYSIS FOR ACADEMIC DISCIPLINES</b>   |   |                        |                        |                        |                        |
|---|---|------------------------|------------------------|------------------------|------------------------|
| Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.                 |   |                        |                        |                        |                        |
| <b>ACADEMIC DISCIPLINE AREA</b>   | Life & Physical Sciences  |                        |                        |                        |                        |
| <b>COURSE TITLE</b>   | PHY 2120, Analytical Mechanics I – Statics  |                        |                        |                        |                        |
| <b>COURSE DESCRIPTION</b>   | Analysis of force systems by means of vector algebra; statics of particles and rigid bodies; analysis of forces acting on members of trusses, frames, and machines; calculation of shear and moment diagrams in beams; determination of centroids and moments of inertia; friction; and virtual work. For engineering, physics, and mathematics majors. PREREQUISITE: PHY 2110 General Physics I (P2 900L) and CO-REQUISITE: MTH 2173 Calculus and Analytic Geometry III (M1 900-3). Lecture. |                        |                        |                        |                        |
|   | <i>YEAR 1<br/>2014</i>  | <i>YEAR 2<br/>2015</i> | <i>YEAR 3<br/>2016</i> | <i>YEAR 4<br/>2017</i> | <i>YEAR 5<br/>2018</i> |
| NUMBER OF STUDENTS ENROLLED   | 9   | 6                      | 0                      | 6                      | 0                      |
| CREDIT HOURS PRODUCED   | 27  | 18                     | 0                      | 18                     | 0                      |
| SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS   | 89%   | 100%                   | N/A                    | 67%                    | N/A                    |
| IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)  | EGR 942   | EGR 942                | EGR 942                | EGR 942                | EGR 942                |
| HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.  | Enrollment in PHY 2120 ranged from 6 students in 2015 and 2017 to 9 students in 2014. No students enrolled in 2016 or 2018. Success rates varied greatly (89, 100, and 67% in 2014, 2015, and 2017, respectively).  |                        |                        |                        |                        |
| WHAT DISAGGREGATED DATA WAS REVIEWED?   | Data reviewed include enrollment, credit hours produced, success rate, IAI status, applicability to programs of study, and location of offerings.   |                        |                        |                        |                        |
| WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.   | There are gaps in the data as a result of no enrollment in two review years. However, faculty report discrepancies in the data, stating that the enrollment in 2015 is incorrect and that enrollment did exist in 2016 and 2018, both years experiencing 100% success rates.  |                        |                        |                        |                        |
| <b>ACADEMIC COURSE REVIEW RESULTS</b>   |   |                        |                        |                        |                        |
| <b>Intended Action Steps</b><br>Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates. | Faculty will modify the master and course syllabi for IAI approval, work with their deans to increase distance learning delivery opportunities, and upgrade laboratories.   |                        |                        |                        |                        |
| <b>Rationale</b><br>Provide a brief summary of the review findings and a rationale for any future modifications.  | PHY 2120 is the first course in the Analytic Mechanics sequence. The course benefits engineering, mathematics, and physics majors. The course maintained its IAI majors code (EGR 942) in all five review years.  |                        |                        |                        |                        |

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| <p><b>Resources Needed</b></p>  | <p>Faculty report the following resources needed for PHY 2114:</p> <ul style="list-style-type: none"> <li>• Monetary support at both the college and district level for upgrading the classrooms.</li> <li>• Technical support at the college level for computer resources.</li> <li>• Due to a decreasing population within the district, a duplication of effort is becoming less sustainable. Certain courses will need to be centralized.</li> <li>• Neither the classrooms nor the laboratories are aligned with best practices as outlined by ABET.</li> <li>• All of this is necessary to maintain/increase course enrollment and success rate.</li> </ul> |
| <p><b>Responsibility</b><br/>Who is responsible for completing or implementing the modifications?</p> | <p>Each College will review laboratory needs. The Deans Committee will review technical upgrades for distance learning purposes. The CAO will explore the current online lab model and its applicability to IAI standards.</p>  |

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| <b>DATA ANALYSIS FOR ACADEMIC DISCIPLINES</b>   |  |                        |                        |                        |                        |
|---|--|------------------------|------------------------|------------------------|------------------------|
| Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.                 |  |                        |                        |                        |                        |
| <b>ACADEMIC DISCIPLINE AREA</b>   | Life & Physical Sciences   |                        |                        |                        |                        |
| <b>COURSE TITLE</b>   | PHY 2122, Analytical Mechanics II – Dynamics   |                        |                        |                        |                        |
| <b>COURSE DESCRIPTION</b>   | Application of vector calculus to problems involving kinematics and dynamics of the planar and three-dimensional motion of particles, kinematics and dynamics of the planar and three-dimensional motion of rigid bodies, application of Newton's Laws to particles and rigid bodies, application of work, energy and momentum methods to particles and rigid bodies, and mechanical vibrations. For engineering, physics, and mathematics majors. PREREQUISITE: PHY 2120 Analytical Mechanics I (EGR 942) and CO-REQUISITE: MTH 2181 Differential Equations. Lecture. |                        |                        |                        |                        |
|   | <i>YEAR 1<br/>2014</i>   | <i>YEAR 2<br/>2015</i> | <i>YEAR 3<br/>2016</i> | <i>YEAR 4<br/>2017</i> | <i>YEAR 5<br/>2018</i> |
| NUMBER OF STUDENTS ENROLLED   | 8  | 0                      | 0                      | 4                      | 0                      |
| CREDIT HOURS PRODUCED   | 24   | 0                      | 0                      | 12                     | 0                      |
| SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS   | 100%   | N/A                    | N/A                    | 50%                    | N/A                    |
| IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)  | EGR 943  | EGR 943                | EGR 943                | EGR 943                | EGR 943                |
| HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.  | Enrollment varied from 4 students in 2017 to 8 students in 2014. No students enrolled in 2015, 2016, and 2018. Success rates varied greatly (100 and 50% in 2014 and 2017, respectively).  |                        |                        |                        |                        |
| WHAT DISAGGREGATED DATA WAS REVIEWED?   | Data reviewed include enrollment, credit hours produced, success rate, IAI status, applicability to programs of study, and location of offerings.  |                        |                        |                        |                        |
| WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.   | There are gaps in the data due to lack of enrollment. However, faculty report discrepancies in the data, stating that there was enrollment in 2015, 2016, and 2018 (7, 5, and 8, respectively) and that success rates for each year were 85.7, 100, and 100%, respectively.  |                        |                        |                        |                        |
| <b>ACADEMIC COURSE REVIEW RESULTS</b>   |  |                        |                        |                        |                        |
| <b>Intended Action Steps</b><br>Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates. | Faculty will modify the master and course syllabi for IAI approval, work with their deans to increase distance learning delivery opportunities, and upgrade laboratories.  |                        |                        |                        |                        |
| <b>Rationale</b><br>Provide a brief summary of the review findings and a rationale for any future modifications.  | PHY 2122 is the second course in the Analytic Mechanics sequence. The course benefits engineering, mathematics, and physics majors. The course maintained its IAI majors code (EGR 943) in all five review years.  |                        |                        |                        |                        |

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|   |   |
|---|---|
| <p><b>Resources Needed</b></p>  | <p>Faculty report the following resources needed for PHY 2122:</p> <ul style="list-style-type: none"> <li>• Monetary support at both the college and district level for upgrading the classrooms.</li> <li>• Technical support at the college level for computer resources.</li> <li>• Due to a decreasing population within the district, a duplication of effort is becoming less sustainable. Certain courses will need to be centralized.</li> <li>• Neither the classrooms nor the laboratories are aligned with best practices as outlined by ABET.</li> <li>• All of this is necessary to maintain/increase course enrollment and success rate.</li> </ul> |
| <p><b>Responsibility</b><br/>Who is responsible for completing or implementing the modifications?</p> | <p>Each College will review laboratory needs. The Deans Committee will review technical upgrades for distance learning purposes. The CAO will explore the current online lab model and its applicability to IAI standards.</p>  |

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| <b>DATA ANALYSIS FOR ACADEMIC DISCIPLINES</b>   |   |                        |                        |                        |                        |
|---|---|------------------------|------------------------|------------------------|------------------------|
| Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.                 |   |                        |                        |                        |                        |
| <b>ACADEMIC DISCIPLINE AREA</b>   | Life & Physical Sciences  |                        |                        |                        |                        |
| <b>COURSE TITLE</b>   | PSC 1101, Intro to Physical Science   |                        |                        |                        |                        |
| <b>COURSE DESCRIPTION</b>   | This course will provide the students with an introduction to the physical sciences discipline. The subjects that will be covered in this course will include at least two of the following: astronomy, chemistry, physics, and earth science. This course is designed for students wanting a general education background in the physical sciences. Lecture / Lab.                                     |                        |                        |                        |                        |
|   | <i>YEAR 1<br/>2014</i>  | <i>YEAR 2<br/>2015</i> | <i>YEAR 3<br/>2016</i> | <i>YEAR 4<br/>2017</i> | <i>YEAR 5<br/>2018</i> |
| NUMBER OF STUDENTS ENROLLED   | 82  | 59                     | 82                     | 75                     | 56                     |
| CREDIT HOURS PRODUCED   | 328   | 236                    | 328                    | 300                    | 224                    |
| SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS   | 93%   | 89%                    | 80%                    | 87%                    | 82%                    |
| IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)  | P9 900L   | P9 900L                | P9 900L                | P9 900L                | P9 900L                |
| HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.  | Enrollment in PSC 1101 ranged from 56 in 2018 to 82 in both 2014 and 2016. Student success rates also varied (93, 89, 80, 87, and 82% in 2014, 2015, 2016, 2017, and 2018, respectively); however, all success rates are acceptable.  |                        |                        |                        |                        |
| WHAT DISAGGREGATED DATA WAS REVIEWED?   | Data reviewed include enrollment, credit hours produced, success rate, IAI status, applicability to programs of study, and location of offerings.   |                        |                        |                        |                        |
| WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.   | There are no gaps in the data.  |                        |                        |                        |                        |
| <b>ACADEMIC COURSE REVIEW RESULTS</b>   |   |                        |                        |                        |                        |
| <b>Intended Action Steps</b><br>Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates. | Faculty reviewed the master syllabus in Fall 2018, recommending minor modifications.  |                        |                        |                        |                        |
| <b>Rationale</b><br>Provide a brief summary of the review findings and a rationale for any future modifications.  | PSC 1101 satisfies the physical sciences requirement of the IAI general education core curriculum, benefiting students enrolled in the Associate in Science, Associate in Arts, Associate in Science & Arts, Associate in General Studies, and Certificate in General Studies programs. The course maintained the same IAI code (P9 900L, General Physical Science) in each of the five academic years. |                        |                        |                        |                        |



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| <b>Resources Needed</b>   | No additional resources are needed for this course. |
| <b>Responsibility</b><br>Who is responsible for completing or implementing the modifications? | No modifications are required at this time.         |

**Academic Disciplines Review Instrument: Program Review/FY 2017-2021**

| <b><i>DATA ANALYSIS FOR ACADEMIC DISCIPLINES</i></b>  |   |                        |                        |                        |                        |
|---|---|------------------------|------------------------|------------------------|------------------------|
| Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.                 |   |                        |                        |                        |                        |
| <b>ACADEMIC DISCIPLINE AREA</b>   | Life & Physical Sciences  |                        |                        |                        |                        |
| <b>COURSE TITLE</b>   | PSC 1111, Introduction to Astronomy   |                        |                        |                        |                        |
| <b>COURSE DESCRIPTION</b>   | This course is a survey of astronomical facts, concepts, and relationships. Topics include the solar system, stars and galaxies, planetary motions, comets and meteors, star distances, atoms and radiation, and the origin and evolution of the universe. This course is designed for the non-science major. Lecture.  |                        |                        |                        |                        |
|   | <i>YEAR 1<br/>2014</i>  | <i>YEAR 2<br/>2015</i> | <i>YEAR 3<br/>2016</i> | <i>YEAR 4<br/>2017</i> | <i>YEAR 5<br/>2018</i> |
| NUMBER OF STUDENTS ENROLLED   | 186   | 156                    | 155                    | 165                    | 146                    |
| CREDIT HOURS PRODUCED   | 558   | 468                    | 465                    | 495                    | 438                    |
| SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS   | 91%   | 93%                    | 95%                    | 88%                    | 95%                    |
| IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)  | P1 906  | P1 906                 | P1 906                 | P1 906                 | P1 906                 |
| HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.  | Enrollment in PSC 1111 varied between review years, ranging from 146 students in 2018 to 186 students in 2014. Success rates between review years were consistent (91, 93, 95, 88, and 95% in 2014, 2015, 2016, 2017, and 2018, respectively). Success rates in each review year are acceptable.  |                        |                        |                        |                        |
| WHAT DISAGGREGATED DATA WAS REVIEWED?   | Data reviewed include enrollment, credit hours produced, success rate, IAI status, applicability to programs of study, and location of offerings.   |                        |                        |                        |                        |
| WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.   | There are no gaps in the data.  |                        |                        |                        |                        |
| <b><i>ACADEMIC COURSE REVIEW RESULTS</i></b>  |   |                        |                        |                        |                        |
| <b>Intended Action Steps</b><br>Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates. | Faculty reviewed the master syllabus in Fall 2018, recommending minor modifications.  |                        |                        |                        |                        |
| <b>Rationale</b><br>Provide a brief summary of the review findings and a rationale for any future modifications.  | PSC 1111 satisfies the physical sciences requirement of the IAI general education core curriculum, benefiting students enrolled in the Associate in Science, Associate in Arts, Associate in Science & Arts, Associate in General Studies, and Certificate in General Studies programs. The course maintained the same IAI code (P1 906, Introduction to Astronomy) in each of the five academic years. |                        |                        |                        |                        |

**Academic Disciplines Review Instrument: Program Review/FY 2017-2021**

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| <b>Resources Needed</b>   | No additional resources are needed for this course. |
| <b>Responsibility</b><br>Who is responsible for completing or implementing the modifications? | There are no modifications required.                |

**Academic Disciplines Review Instrument: Program Review/FY 2017-2021**

| <b><i>DATA ANALYSIS FOR ACADEMIC DISCIPLINES</i></b>  |  |                        |                        |                        |                        |
|---|--|------------------------|------------------------|------------------------|------------------------|
| Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.                 |  |                        |                        |                        |                        |
| <b>ACADEMIC DISCIPLINE AREA</b>   | Life & Physical Sciences   |                        |                        |                        |                        |
| <b>COURSE TITLE</b>   | PSC 1112, Introduction to Astronomy Lab  |                        |                        |                        |                        |
| <b>COURSE DESCRIPTION</b>   | This course gives students experience using various instruments to make astronomical observations. The fundamental measurements of astronomy (angles, brightness and time) will be undertaken. Observations will be made during bright and dark sky conditions. Meeting times will be arranged according to almanac and weather conditions. PREREQUISITE: Concurrent registration (or successful completion) of PSC 1111 Introduction to Astronomy or permission of instructor. Lab. |                        |                        |                        |                        |
|   | <i>YEAR 1<br/>2014</i>   | <i>YEAR 2<br/>2015</i> | <i>YEAR 3<br/>2016</i> | <i>YEAR 4<br/>2017</i> | <i>YEAR 5<br/>2018</i> |
| NUMBER OF STUDENTS ENROLLED   | 10   | 4                      | 12                     | 18                     | 25                     |
| CREDIT HOURS PRODUCED   | 10   | 4                      | 22                     | 18                     | 25                     |
| SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS   | 78%  | 75%                    | 100%                   | 100%                   | 89%                    |
| IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)  | P1 906L  | P1 906L                | P1 906L                | P1 906L                | P1 906L                |
| HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.  | Enrollment in PSC 1112 varied substantially between review years, ranging from 4 students in 2015 to 25 students in 2018. No students enrolled in PSC 1112 in 2017. Success rates between review years varied greatly as well (78, 75, 100, and 89% in 2014, 2015, 2016, and 2018, respectively); however, success rates in each review year are acceptable.   |                        |                        |                        |                        |
| WHAT DISAGGREGATED DATA WAS REVIEWED?   | Data reviewed include enrollment, credit hours produced, success rate, IAI status, applicability to programs of study, and location of offerings.  |                        |                        |                        |                        |
| WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.   | NA   |                        |                        |                        |                        |
| <b><i>ACADEMIC COURSE REVIEW RESULTS</i></b>  |  |                        |                        |                        |                        |
| <b>Intended Action Steps</b><br>Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates. | Faculty reviewed the master syllabus in Fall 2018, recommending minor modifications.   |                        |                        |                        |                        |
| <b>Rationale</b><br>Provide a brief summary of the review findings and a rationale for any future modifications.  | PSC 1112 satisfies the physical sciences requirement of the IAI general education core curriculum, benefiting students enrolled in the Associate in Science, Associate in Arts, Associate in Science & Arts, Associate in General Studies, and Certificate in General  |                        |                        |                        |                        |

**Academic Disciplines Review Instrument: Program Review/FY 2017-2021**

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|   | Studies programs. The course maintained the same IAI code (P1 906L, Introduction to Astronomy with Lab) in each of the five academic years. |
| <b>Resources Needed</b>   | No additional resources are needed for this course.   |
| <b>Responsibility</b><br>Who is responsible for completing or implementing the modifications? | No modifications at this time.  |

**Remedial English Review Instrument: Program Review/FY 2017-2021**

| <b>Remedial English Language Arts (Reading and Communication Skills)</b>                |  |
|---|--|
| College Name:   | Illinois Eastern Community Colleges  |
| Fiscal Year in Review:  | FY2019   |
| <b>Review Summary</b>   |  |
| <p><b>Program Objectives</b><br/>What are the objectives or goals of the program?</p>   | <p>The program goal is to assist students in the area of reading/language arts to achieve expected competencies in core English and basic writing skills. The coursework is designed to build student' abilities in reading comprehension, English and Language Arts.</p> <p>The courses, from Developmental Composition, to Introduction to Composition, to Composition have been aligned so that the outcomes of the previous course directly connect to the learning outcomes of the proceeding course.</p>   |
| <p>To what extent are these objectives or goals being achieved?</p>                     | <p>During the 2018-2019 academic year 56% of the students who completed remedial English courses were subsequently successful (earning a C or better) in their college-level English course.</p>   |
| <p>How does this program contribute to other fields and the mission of the college?</p> | <p>By offering remedial reading, we are working to improve more students' ability to complete a degree or certificate in order to improve their life and that of their families.</p> <p>Often, students enter college through the remedial program. Before remodeling the remediation programs, it was noted that if CTE students did not complete reading/language arts requirements at the onset, they would finish the remediation component, complete the CTE coursework, but would leave college before completing the language arts/reading requirement, thus leaving the degree incomplete. With program completion an overarching goal of every department, remodeling the remediation was essential.</p> <p>Offering Developmental Composition, REM 0412, in conjunction with ENG1101 provides students the opportunity to earn college credit while receiving instrumental support. This offering allows students to expedite course completion.</p> |

**Remedial English Review Instrument: Program Review/FY 2017-2021**

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| <p><b>Prior Review Update</b><br/>Describe any quality improvements or modifications made since the last review period.</p> | <p>In 2014, the English/language arts remediation program had more courses in the sequence and courses that required 16 weeks to complete. A student entering into the remediation sequence could theoretically enter Basic Reading I and Basic Writing I and require an additional course in both the following semester. This resulted in 12 hours of remediation and two semesters of work before the student could enter into a “language-based” course such as psychology, sociology or the language requirement of their chosen program</p> <p>WVC has paired REM 0412, Developmental Composition, with ENG1101, Introduction to Composition, in order to provide supplemental support for the college level course. Students attend the REM course, which is followed directly by the college course. This co-requisite has been offered since spring 2017.</p> <p>The district has receive an Innovative Bridge &amp; Transition Program grant to improve success rates and fully implement a co-requisite model.</p> |
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|--|--|
| <p><b>Review Analysis</b></p> <p>Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. Review will be sent back if any of the below fields are left empty or inadequate information is provided.</p> |  |
|--|--|

| <b>Indicator 1: Need</b>   | <b>Response</b>  |
|--|--|
| <p>1.1 Detail how the offerings are sufficient and aligned to meet the needs of students and supportive academic programs.</p> | <p>At LTC, because of lower enrollment in remedial reading, it is often offered as independent study. The independent study course allows students to work at their own pace, which has proven to be very successful.</p> <p>In 2017, OCC adjusted placement factors to consider the rigor of the course required by the student’s program of study. Prior to this adjustment, students were required to participate in remediation if their placement scores did not achieve the level necessary for placement in Composition courses (transfer level). Students in CTE courses are required to complete an Introduction to Composition or Communications course. Placement is now aligned to rigor of programmatic needs. Accelerated programs allow students to complete the communication requirement for CTE courses within a semester, meeting the same outcome as co-requisite courses.</p> |
| <b>Indicator 2: Cost Effectiveness</b>   | <b>Response</b>  |
| <p>2.1 What are the costs associated with this program?</p>  | <p>Costs are low because adjunct faculty are heavily utilized for developmental education district-wide.</p>   |

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| 2.2 How is the college paying for this program and its costs (e.g. grants, etc.)?   | Tuition and fees.   |
| 2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? If so, please elaborate. | There were no grant funds for the period of the review, although we will be starting a new grant in conjunction with Adult Education to improve college readiness for our CTE programs. Part of that will include a improvements of our developmental education program.  |
| 2.4 Based upon this review, what steps are being taken to offer curricula more cost-effectively?  | None at this time.  |
| 2.5 Are there needs for additional resources? If so, what are they?   | Not at this time.   |
| <b>Indicator 3: Quality</b>   | <b>Response</b>   |
| 3.1 How is the college working with high schools to reduce remedial needs?  | <p>ACCUPLACER is offered to all Crawford county sophomores, giving counselors an early indication as to which students might be in need of extra reading support. Students may retake the test as needed, following college guidelines.</p> <p>We are also engaged in the statewide transitional math project and have developed an MOU to utilize district-wide that they hope will transition to English as well.</p> |
| 3.2 Are there any alternative delivery methods of this program? (online, flexible-scheduling, team-teaching, accelerated, etc.)?                                    | <p>At LTC, courses are often offered as an independent study.</p> <p>At OCC, developmental composition is offered online, face-to-face, and hybrid. The course is offered for the first eight weeks of the semester and the college-credit level course, Introduction to Composition offered the second eight weeks.</p>  |



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3.3 What innovation has been implemented or brought to this program?

At OCC, the curriculum was redesigned to better connect with the needs of the students. The students entered into a redesigned course with a concerted effort to integrate the reading and writing process, with a continuous progress model which, in implementation, sees students building skills simultaneously and continuously at their own pace. Whole language concepts were whole-heartedly embraced. Whole Language, a constructivist theory of literacy instruction, emphasizes learning as a cognitive experience unique to each learner's own perspective and prior knowledge, which forms the framework for new. In other words, "instruction in sentence structure, punctuation, and other grammar topics (are) embedded in writing and reading assignments, not taught in stand-alone lessons."

The newly designed remediation course is a two-hour course taught in an eight-week period. It is coupled with a three-hour credit-bearing course (also eight-weeks) as an antecedent to Composition. During the first part of the sequence (remediation), students were in instructor-led classrooms for four hours per week, for eight weeks. They are exposed to grammatical structure, reading, and Modern Language Association (MLA) writing. The second eight weeks (gateway course), the students move uninterrupted into another course without additional registration or enrollment involved. There is no gap or time delay between the remediation process and credit-bearing courses, as these two courses flow together seamlessly. Students move from one level of skill to the next without delay and students cannot leave the process without being noticed.

The redesigned program emphasized students progressing through the remediation course in eight weeks. The students were pre-tested and post-tested at the beginning and on completion. Upon completion, the second eight weeks are spent in Introduction to Composition (a type of "pre-composition"), which allows them the opportunity to obtain three communication credit hours, which is a college-level course, thus allowing students to complete remediation AND a college-level course in a single semester. These credit hours can be "counted toward" the communication credit for several career and technical degrees and certificates or as an elective for those students transferring to universities. This reconfiguration aligns with many calls for accelerating remediation models.

WVC has paired REM 0412, Developmental Composition, with ENG1101, Introduction to Composition in order to provide supplemental support for the college level course. Students attend the remedial course, which is followed directly by the college course. This co-requisite was first offered spring semester of 2017.

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| <p>3.4 To what extent is the program integrated with other instructional programs and services?</p>  | <p>The Learning Skills Center offers tutoring when needed and encourages remedial reading students to take advantage of services throughout students' college experience.</p> <p>Teachers and tutors are the nucleus of the program, providing a staff member for the students to connect with if they need assistance. This staff member also becomes central to the motivational scaffolding component in the tutoring process. The assigned tutor works with the student through remediation and the Introduction to Composition course. The role of this motivational tutor originates from the onset of the placement (in testing). When the student completes the placement test, the motivational tutor begins the relationship by talking through the sequence and the goals of the program. All tutors within the program are trained teachers. The instructor of the remediation course acts as the instructional tutor for the remediation course and then assumes the same role (instructional tutor), with the same student for the gateway course.</p> <p>The connection of tutors to students is purposeful. From the students' perspective, they have at least two people identified as a source of support during remediation; one as a cognitive scaffolding tutor and another as a motivational scaffolding tutor. When they exit remediation and throughout the completion of the gateway course, the tutors remain in place which allows for familiarity for the students and the instructor, and a sustained support system in place.</p> |
| <p>3.5 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?</p> | <p>At LTC, a partnership has developed with high school counselors partially because of administering the ACCUPLACER to their sophomores as needed.</p>   |

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|--|---|
| <p>3.6 How well are completers of remedial/developmental courses doing in related college-level courses</p>  | <p>At OCC, before 2016, students were enrolled in REM 0401 Basic Reading Skills I, REM 0410 Remedial English I, and REM 0411 Remedial English II. Some students were enrolled in courses concurrently (6 hours in the semester) other students enrolled in multiple semesters (9 hours total) for remedial reading and language arts. In looking at success as successful completion of the remedial course and a successful college-level course (prior to 2016):</p> <ul style="list-style-type: none"> <li>• REM 0401 84 students passed REM and 33 (40%) then completed a course</li> <li>• REM 0410 81 passed the course, 39 (48%) completed a college-level course</li> <li>• REM 0411 13 passed REM and 8 (40%) completed a college-level course.</li> </ul> <p>At LTC, in 2016 Remediation Reading/Language Arts became a 2-hour combined course for 8 weeks. Since that time 90 students passed REM 0412, 67 (75%) students completed a college-level language arts course; Composition, Intro to Composition, or Communications.</p> <p>At WVC:</p> <p>FY14: 9/24 students who were enrolled in a REM course took ENG1111 and 44% received a C or better.</p> <p>FY15: 5/14 students who were enrolled in a REM course took ENG1111 and 80% received a C or better.</p> <p>FY16: 12/25 students who were enrolled in a REM course took ENG1111 and 66% received a C or better.</p> <p>FY17: 8/15 students who were enrolled in a REM course took ENG1111 and 38% received a C or better.</p> <p>FY18: 5/14 students who were in enrolled in a REM course took ENG1111 and 40% received a C or better.</p> |
| <p>3.7 What is the college doing to develop and implement co-requisite or pathway models to ensure students placing into development education finish the sequence within one academic year?</p> | <p>We have received a grant to work with deans, faculty, and learning skills directors to improve developmental education offerings – particularly related to utilizing a co-requisite model. Developmental Composition is offered online, face-to-face, and hybrid. The course is offered for the first eight weeks of the semester and the college-credit level course, Introduction to Composition, offered the second eight weeks. Instructional and motivational tutoring are part of the program from the first day of Developmental Composition to Intro to Composition to Composition should the students' programs of study require Composition.</p>   |

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|---|---|
| <p>3.8 Provide a description of the remedial/developmental sequence. Colleges may attach a graphic representation.</p>  | <p>LTC<br/>Remedial reading is offered as one semester, this has proven to strengthen our students' reading abilities over the past several years, giving them confidence to move on with their studies.</p> <p>OCC<br/>Developmental Composition (2 credit hours - 8 weeks) to<br/>Introduction to Composition (3 credit hours - 8 weeks).</p> <p>WVC<br/>Developmental Composition (2 credit hours-3 days/week) to<br/>Introduction to Composition (3 credit hours-3 days/week.)</p>  |
| <p>3.9 What professional development or training is offered to instructors and/or staff to ensure quality programming?</p>  | <p>Lincoln Trail College offers two professional development workshops each academic year (one in fall and one in spring). Each workshop has at least one presentation that introduces faculty to a new pedagogy. All full-time faculty are required to attend the workshops; adjunct and dual credit instructors are encouraged to attend. Additionally, IECC hosts a faculty assessment and a district-wide workshop each fall. LTC's Professional Development Committee encourages faculty to request funds for professional development events, including conferences, workshops, and seminars to explore new pedagogies.</p> <p>At WVC, instructors are invited and encouraged to attend two professional development workshops each year that are offered by Wabash Valley College.</p> |
| <p><b>List any barriers encountered while implementing the program.</b></p>   |   |
| <p>Scheduling these courses has been a challenge to find a time that works for all students and the faculty since this is mostly run by adjuncts. Finding well-qualified adjuncts is also an issue.</p> |   |

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| <b>DATA ANALYSIS FOR ENGLISH LANGUAGE ARTS</b>   |  |               |               |               |               |
|--|--|---------------|---------------|---------------|---------------|
| Please complete for each course reviewed as part of the Remedial English Language Arts, Cross-Disciplinary Review. Provide the most recent 5 year longitudinal data available. |  |               |               |               |               |
| <b>COURSE TITLE</b>  | REM 0401 Basic Reading Skills I  |               |               |               |               |
| <b>COURSE DESCRIPTION</b>  | This course is designed to increase ability in phonics and other word-recognition skills and to stimulate growth in reading interests, tastes, and appreciation. The course includes diagnosis of reading problems. Emphasis is placed on individual approach to vocabulary, speech and comprehension. |               |               |               |               |
|  | <b>YEAR 1</b>  | <b>YEAR 2</b> | <b>YEAR 3</b> | <b>YEAR 4</b> | <b>YEAR 5</b> |
| <b>NUMBER OF STUDENTS ENROLLED</b>   | 72   | 59            | 55            | 11            | 21            |
| <b>CREDIT HOURS PRODUCED</b>   | 216  | 177           | 165           | 33            | 63            |
| <b>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</b>   | 88%  | 80%           | 87%           | 50%           | 87%           |

| <b>DATA ANALYSIS FOR ENGLISH LANGUAGE ARTS</b>   |   |               |               |               |               |
|--|---|---------------|---------------|---------------|---------------|
| Please complete for each course reviewed as part of the Remedial English Language Arts, Cross-Disciplinary Review. Provide the most recent 5 year longitudinal data available. |   |               |               |               |               |
| <b>COURSE TITLE</b>  | REM 0402 Basic Reading Skills II  |               |               |               |               |
| <b>COURSE DESCRIPTION</b>  | This course is designed for students whose linguistic and reading abilities are insufficient for success in college. Emphasis is placed on comprehension, vocabulary and study skills. PREREQUISITE: REM 0401 Basic Reading Skills I or equivalent. |               |               |               |               |
|  | <b>YEAR 1</b>   | <b>YEAR 2</b> | <b>YEAR 3</b> | <b>YEAR 4</b> | <b>YEAR 5</b> |
| <b>NUMBER OF STUDENTS ENROLLED</b>   | 0   | 11            | 16            | 19            | 25            |
| <b>CREDIT HOURS PRODUCED</b>   | 0   | 33            | 48            | 57            | 75            |
| <b>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</b>   |   | 90%           | 100%          | 88%           | 100%          |

**Remedial English Review Instrument: Program Review/FY 2017-2021**

| <b>DATA ANALYSIS FOR ENGLISH LANGUAGE ARTS</b>   |  |        |        |        |        |
|--|--|--------|--------|--------|--------|
| Please complete for each course reviewed as part of the Remedial English Language Arts, Cross-Disciplinary Review. Provide the most recent 5 year longitudinal data available. |  |        |        |        |        |
| COURSE TITLE   | REM 0409 Basic Writing Skills  |        |        |        |        |
| COURSE DESCRIPTION   | This course covers very basic writing skills. This course is designed to teach students the skills necessary to enter REM 0410 Remedial English I. It focuses on writing complete sentences, correct grammar, punctuation and basic paragraph development. |        |        |        |        |
|  | YEAR 1   | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 |
| NUMBER OF STUDENTS ENROLLED  | 0  | 0      | 0      | 0      | 0      |
| CREDIT HOURS PRODUCED  | 0  | 0      | 0      | 0      | 0      |
| SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS  |  |        |        |        |        |

| <b>DATA ANALYSIS FOR ENGLISH LANGUAGE ARTS</b>   |  |        |        |        |        |
|--|--|--------|--------|--------|--------|
| Please complete for each course reviewed as part of the Remedial English Language Arts, Cross-Disciplinary Review. Provide the most recent 5 year longitudinal data available. |  |        |        |        |        |
| COURSE TITLE   | REM 0410 Remedial English I  |        |        |        |        |
| COURSE DESCRIPTION   | Remedial English I stresses grammar and mechanics and their relation to sentence construction. |        |        |        |        |
|  | YEAR 1   | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 |
| NUMBER OF STUDENTS ENROLLED  | 77   | 65     | 55     | 7      | 26     |
| CREDIT HOURS PRODUCED  | 231  | 195    | 237    | 21     | 78     |
| SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS  | 86%  | 70%    | 73%    | 83%    | 89%    |

**Remedial English Review Instrument: Program Review/FY 2017-2021**

| <b>DATA ANALYSIS FOR ENGLISH LANGUAGE ARTS</b>   |   |               |               |               |               |
|--|---|---------------|---------------|---------------|---------------|
| Please complete for each course reviewed as part of the Remedial English Language Arts, Cross-Disciplinary Review. Provide the most recent 5 year longitudinal data available. |   |               |               |               |               |
| <b>COURSE TITLE</b>  | REM 0411 Remedial English II  |               |               |               |               |
| <b>COURSE DESCRIPTION</b>  | Remedial English II stresses grammar, punctuation, mechanics, sentence and paragraph structure. |               |               |               |               |
|  | <b>YEAR 1</b>   | <b>YEAR 2</b> | <b>YEAR 3</b> | <b>YEAR 4</b> | <b>YEAR 5</b> |
| <b>NUMBER OF STUDENTS ENROLLED</b>   | 13  | 6             | 26            | 28            | 11            |
| <b>CREDIT HOURS PRODUCED</b>   | 39  | 18            | 78            | 84            | 33            |
| <b>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</b>   | 80%   | 67%           | 95%           | 81%           | 100%          |

| <b>DATA ANALYSIS FOR ENGLISH LANGUAGE ARTS</b>   |  |               |               |               |               |
|--|--|---------------|---------------|---------------|---------------|
| Please complete for each course reviewed as part of the Remedial English Language Arts, Cross-Disciplinary Review. Provide the most recent 5 year longitudinal data available. |  |               |               |               |               |
| <b>COURSE TITLE</b>  | REM 0412 Developmental Composition   |               |               |               |               |
| <b>COURSE DESCRIPTION</b>  | This course is designed to build the students' abilities in reading for comprehension and in expressive written communication; including topics such as reading and comprehension strategies and vocabulary-expanding techniques. This course will ask the student to read passages and to write creative pieces of work utilizing conventions of print. |               |               |               |               |
|  | <b>YEAR 1</b>  | <b>YEAR 2</b> | <b>YEAR 3</b> | <b>YEAR 4</b> | <b>YEAR 5</b> |
| <b>NUMBER OF STUDENTS ENROLLED</b>   | New  | Course        | 7             | 47            | 42            |
| <b>CREDIT HOURS PRODUCED</b>   | Effective  | 1/1/16        | 14            | 94            | 84            |
| <b>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</b>   |  |               | 80%           | 95%           | 92%           |

**Student and Academic Support Services Review Instrument: Program Review/FY 2017-2021**

| <b>Student and Academic Support Services</b>   |                                     |
|--|-------------------------------------|
| The ICCB Program Review requires each college to submit a statement of the review of student and academic support services that the college completed during the year. A completed and comprehensive review will likely be between <b>4 - 8 pages in length.</b> |                                     |
| COLLEGE NAME:  | Illinois Eastern Community Colleges |
| FISCAL YEAR IN REVIEW:   | 2019                                |
| REVIEW AREA:   | Financial Aid                       |



**Program Summary**

Please provide a brief summary of the function of the program.

The mission of the Office of Financial Aid is to remove financial barriers by providing access to higher education in a simple, fair, sensitive, and confidential manner while informing and educating students and their families about available financial resources to encourage persistence and completion.

The financial aid program is staffed with 10 team members.

- Director of Financial Aid (District Office)
- Coordinator of Financial Aid (1 per campus)
- Financial Aid Office Assistant (1 per campus)
- Financial Aid Part-Time Clerk (Olney Central College)

The main function of the IECC Financial Aid Offices is to administer the Institutional, Illinois State, and Federal financial assistance programs for students and veterans in accordance to the required regulations for each program.

These programs include:

- Institutional Scholarships and Tuition Waivers
- Outside Community Scholarships
- Helman Loans (OCC specific)
- State of IL MAP Grant
- Illinois National Guard Grant
- Illinois Veterans Grant
- MIA/POW Scholarship
- Federal Pell Grant
- Federal Supplemental Opportunity Grant
- Federal Direct Student Loans (Subsidized and Unsubsidized)
- Federal Direct Parent PLUS Loans
- Federal Work Study
- Montgomery GI Bill (Chapter 30 and 1606)
- Post 9/11 GI Bill (Chapter 33)
- The Survivors and Dependents Education Assistance (DEA-Chapter 35)
- Private Student Loans

The purpose of these programs is to assist students with financing a college education with the hopes of making higher education a possibility to students that otherwise would be deprived of this opportunity. Staff members are responsible for ethically awarding aid to students on the basis of eligibility and financial need as determined by the Free Application for Federal Student Aid. Staff in the office are committed to assisting and counseling students on the best ways to finance their education while educating them on the programs from which they are receiving assistance and finding other opportunities to finance their education.

In line with the mission statement, staff members also educate community members during FAFSA completion nights, on-campus events, and/or as requested by classes. It is the intent of the program to begin to educate the members of the communities early on financial aid and how to access higher

**Student and Academic Support Services Review Instrument: Program Review/FY 2017-2021**

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|   | <p>education. This prepares future students for attending college and simplifying the financial aid process for them. Staff on the financial aid team are genuine servants for the campus and the students.</p> <p>The work of the Financial Aid Office is monitored and assessed through pop-up ISAC and Veteran’s Program Reviews, an annual audit conducted by an outside agency, and a Peer Review process that takes place each semester.</p>   |
| <p><b>Prior Review Update</b><br/>Describe any quality improvements or modifications made since the last review period.</p> | <p>Since the previous program review, the Financial Aid Offices have adopted several new policies and procedures in line with the updates to regulation. Policies updated include:</p> <ul style="list-style-type: none"> <li>• Return of Title IV Funds</li> <li>• Verification</li> <li>• Satisfactory Academic Progress</li> <li>• Administration of the MAP grant</li> </ul> <p>The staff members also took part in a financial aid specific Ellucian training to assist with streamlining procedures. The procedures updated through this training were:</p> <ul style="list-style-type: none"> <li>• Packaging and Awarding Updates</li> <li>• Simplifying student loan disbursement notifications</li> <li>• One consolidated Data Load process daily rather than one college loading ISIR files each day.</li> <li>• Feeding Work Study funds as paid financial aid through Banner</li> <li>• Receiving weekly reports for students that may have been over-awarded</li> </ul> <p>A Director of Financial Aid position was created following a retirement to better support the financial aid program at the district level. Prior to this addition, financial aid was mainly supported with software set up, complex reporting and data research, certain reporting to the Department of Education, and general IT needs. This position now also will alleviate the pressure for monitoring regulation updates on a campus level by having one person responsible for the compliance documentation in the Policy and Procedure Manual and the website. The Director will assist Coordinators with and prepare them for program reviews. The Director will be the advocate for financial aid to administration and will assist with the communication between financial aid and administration. Communication is key to operating a great program.</p> <p>Financial aid was also fortunate enough to be able to purchase the NASFAA webinar package alongside the NASFAA membership to assist with keeping the financial aid staff current with important policy and regulation updates.</p> |

**Student and Academic Support Services Review Instrument: Program Review/FY 2017-2021**

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| <p>What are the identified or potential weaknesses of the program?</p> | <p>Staff turnover is currently the biggest weakness of the program. Six out of the current nine staff members have been employed in financial aid for less than 3 years, with a new team member starting in April or May bringing this total to seven out ten “new” staff members. The knowledge and experience required to have an excellent functioning program is much needed. We do have a great supply of resources to utilize. However, finding the time to utilize the resources has been difficult while trying to manage the priority-competing tasks involved with financial aid and making sure new team members are trained appropriately on regulations and procedures in the Banner software.</p> <p>The complexity of financial aid notices is also a challenge for students and staff. The information they receive is confusing and wordy. This adds to the many phones calls already received by the financial aid staff. Because of the regulations regarding notices to students, the financial aid office is tasked with trying to comply with regulations while presenting the information to students on their level.</p> <p>Regulation changes are also a program weakness in financial aid. Financial offices and its software vendors are given deadlines they have no control over to review a new state or federal policy, research the necessary changes to the software and institutional procedures, and implement the changes. On top of the masses of knowledge the offices must already know for compliance purposes, this makes updating the institutional manual a constant focus and an important priority. However, serving students is the first priority of the financial aid program which distracts from the task of making timely updates. With that, it is also difficult to remember the correct and most current version of the policy that the staff members should be following.</p> <p>Return of Title IV Funds is a weakness that results in the most findings during the annual audit. It is a complex issue for financial aid because of module programs and classes as well as understanding the regulations set by the Dept of Ed. With the number of new staff members, it is a hard concept to explain and understand. The team is always adjusting the R2T4 Checklist to include something else that must be monitored during the semester in order to properly comply with the policy.</p> |
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**Student and Academic Support Services Review Instrument: Program Review/FY 2017-2021**

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| <p>What are the program's strengths?</p> | <p>The financial aid team is like-minded in that students come first. It is truly the program's mission to help each student and remove the financial barriers they may be facing.</p> <p>Financial Aid is a team-oriented and collaborative program. There is little to no competition among staff even though there are four individual institutions. Meetings are held on a monthly basis to address new and on-going concerns. This is a great opportunity to help train new team members as well. It brings the team together often to encourage strong bonds and working relationships.</p> <p>Each office works together seamlessly to form excellent policies and procedures to assist and monitor things like default management. The current cohort default rates for each campus are:</p> <ul style="list-style-type: none"><li>• FCC – 7.5%</li><li>• LTC – 15.1%</li><li>• OCC – 10.7%</li><li>• WVC – 16.2%</li></ul> <p>These rates are well below the 30% rate in which sanctions might be implemented. OCC is perfectly in line with the state and national averages, and FCC is well below those averages.</p> <p>Another advantage to having one policy and procedure manual is to provide coverage for another campus as it is needed. Because financial aid is heavily regulated, it is hard to find outside temporary, part-time coverage with the knowledge to perform the duties of the job. The efforts of creating a policy and procedure manual and a calendar of events allows another office to step in and take over where the other office has left off when there is a time of staff turnover. Other departments do not have advantages like this.</p> <p>The current staff is truly devoted to their position. Work is always on the brain. Each team member is willing to (and often does) come in early or stay late to meet with students that are unable to come in during regular hours. The institution has a large non-traditional population that often works during regular hours, and it is important to work to support those students as well.</p> <p>Each staff member is a member of the National Association of Student Financial Aid Administrators (NASFAA). This membership offers resources, study guides, and webinars as continued learning opportunities. These resources are so important with the many changes made on an annual basis to the federal programs administered by the office.</p> <p>The coordinators and the director are members of ILASFAA and attend a conference annually to stay up to date on new legislation and network with other Illinois higher education institutions.</p> |
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**Student and Academic Support Services Review Instrument: Program Review/FY 2017-2021**

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| <p><b>Rationale</b><br/>Detail all major findings resulting from the current review.</p> | <p>To continue providing the best customer service, it is pertinent that the financial aid team updates and maintains an institutional policy and procedure manual with particular attention to the Return of Title IV funds policy.</p> <p>The financial aid office will review and update the current notices sent to students in order to make the information clear, concise, and compliant with the regulations. The financial aid office will also review and update the student financial aid handbook.</p> <p>The financial aid office will remain committed to educating, training, and supporting new team members during the lengthy learning process involved with financial aid.</p> <p>The Director of Financial Aid, Chief Academic Officer, and Program Director of Grants and Compliance will begin the creation of a compliance survey.</p> |

**Student and Academic Support Services Review Instrument: Program Review/FY 2017-2021**

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| <p><b>Intended Action Steps</b><br/>Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p> | <p>The deadline set for updating the policy and procedure manual is the end of the fiscal year - June 30<sup>th</sup>, 2019 and by June 30<sup>th</sup> each year following. It is important that this information be up to date for each aid year so staff is prepared to appropriately administer all aid programs. The financial aid team will research and identify the necessary institutional policies that must be documented. For continued updates, the team will refer to the daily NASFAA e-mails and weekly IFAP e-mails.</p> <p>Required student notices will be reviewed individually and updated for consistency by the end of 2020. The financial aid team will research and identify all notifications that are required to be sent to students in association with Title IV funds. The director will draft notifications and share with the entire financial aid team for suggestions and approval. The team will also share the notifications with a student test group for feedback for what information might need clarified or adjusted for their understanding.</p> <p>The financial aid team will implement a training plan for new hires by the end of 2021. The director will work with the coordinators and assistants to create a training manual that aids in the training for each position and has institution specific procedures to follow. For as long as budgets allow, the financial aid team will purchase the NASFAA webinar package for the financial aid team and send team members to the state ILASFAA (Illinois Association of Student Financial Aid Administrators) conferences. The team will communicate with the administration at their campus for any needs and continuing education opportunities.</p> <p>One area identified as a result of the review was a need to review our cost of attendance. The financial aid staff is currently reviewing each measure that goes into the cost of attendance and adjusting accordingly. The staff is also evaluating the cost of attendance breakdowns for part-time and full-time students.</p> <p>Another area identified as an opportunity for improvement was to move up financial aid packaging dates. Financial aid will now begin packaging late in the fall semester rather than waiting until spring.</p> <p>The director, CAO, and program director of grants and compliance will create a complete and detailed Title IV Compliance audit by then end of 2021. This team will meet on an as needed basis to perform institutional research beginning Summer 2019. The team will identify all areas of compliance necessary for Title IV funding and evaluate the current policies and/or documentation requirements. The goal is to prepare the institution for a federal audit should the event ever arise, and it will also aid in the process of reauthorization which occurs every 5 years.</p> |
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**IECC Overall Program Review Schedule**  
**ILLINOIS EASTERN COMMUNITY COLLEGES**  
**OVERALL PROGRAM REVIEW – FCC (F), LTC (L), OCC (O), WVC (W)**  
**5 YEAR PLAN (FY17-FY21)**  
**INSTRUCTIONAL PROGRAMS AND STUDENT AND ACADEMIC SUPPORT SERVICES**

| <b>TITLE</b>                                   | <b>FY17</b> | <b>FY18</b> | <b>FY19</b> | <b>FY20</b> | <b>FY21</b> |
|--|-------------|-------------|-------------|-------------|-------------|
| Due to ICCB                                    | 9/1/17      | 9/1/18      | 9/1/19      | 9/1/20      | 9/1/21      |
| <b>Instruction</b>                             |             |             |             |             |             |
| CTE Programs (Listed Separately)               | FLOW        | FLOW        | FLOW        | FLOW        | FLOW        |
| Academic Disciplines                           | FLOW        | FLOW        | FLOW        | FLOW        | FLOW        |
| Communications                                 | FLOW        |             |             |             |             |
| Mathematics                                    |             | FLOW        |             |             |             |
| Physical and Life Sciences                     |             |             | FLOW        |             |             |
| Humanities and Fine Arts                       |             |             |             | FLOW        |             |
| Social and Behavioral Sciences                 |             |             |             |             | FLOW        |
| <b>Cross-Disciplinary</b>                      |             |             |             |             |             |
| Remedial Education/Developmental Math          |             | FLOW        |             |             |             |
| Remedial Education/Developmental English       |             |             | FLOW        |             |             |
| Adult Education including ESL                  |             |             |             | FLOW        |             |
| Vocational Skills                              |             |             |             |             | FLOW        |
| <b>Student &amp; Academic Support Services</b> |             |             |             |             |             |
| Admissions                                     | FLOW        |             |             |             |             |
| Recruiting                                     | FLOW        |             |             |             |             |
| Registration and Records                       | FLOW        |             |             |             |             |
| Learning and Tutoring Centers                  |             | FLOW        |             |             |             |
| Career Centers and Job Placement               |             | FLOW        |             |             |             |
| Financial Aid                                  |             |             | FLOW        |             |             |
| Disability Services                            |             |             |             | FLOW        |             |
| Counseling and Advising                        |             |             |             | FLOW        |             |
| Library  |             |             |             | FLOW        |             |
| Business Services                              |             |             |             |             | FLOW        |
| Athletics                                      |             |             |             |             | FLOW        |
| Student Activities                             |             |             |             |             | FLOW        |

The ICCB 2017-2021 Program Manual indicates that colleges are to be reviewing four (4) major instructional program areas:

- 1) Career and Technical Education
- 2) Academic Disciplines,
- 3) Cross-Disciplinary Instruction, and
- 4) Student and Academic Support Services.

The 2017-2021 Statewide Program Review Manual, review instruments, and forms are located at [https://www.iccb.org/academic\\_affairs/program-review](https://www.iccb.org/academic_affairs/program-review). IECC has reviewed and revised their previous Overall Program Review Schedule in order to follow this guideline and align with schedule. Program Review is due annually to ICCB by September 1. Therefore, each fall semester, IECC will begin the program review process on CTE, academic disciplines, cross-disciplinary instruction, and student and academic support services. Completed program specific ICCB templates will be due to the District Chief Academic Officer in the Spring Semester.