Illinois Eastern Community Colleges
District 529

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

2020 Program Review

August 2020

Program Review Cover Page	
COLLEGE	Illinois Eastern Community Colleges Frontier Community College Lincoln Trail College Olney Central College Wabash Valley College
DISTRICT NUMBER	529
CONTACT PERSON *(NAME, TITLE, CONTACT INFORMATION)*	Dr. Ryan Gower, Chancellor Interim Chief Academic Officer gowerry@iecc.edu 618-393-2982
FISCAL YEAR REVIEWED:	FY2020
DIRECTORY OF REVIEWS SUBMITTED	
AREA BEING REVIEWED	*PAGE NUMBERS*
CAREER AND TECHNICAL EDUCATION	3-107
ACADEMIC DISCIPLINES	108-279
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PRIOR REVIEW SUPPLEMENTAL INFORMATION	None
OTHER ATTACHMENTS AS NECESSARY	304

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Career & Technical Education				
College Name:	Illinois Eastern Community Colleges Wabash Valley College			
Academic Years Reviewed:	2016-2020			
Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Agriculture Technology/Business	**D115 AGB**	**69**	**010106**	**Professional Ag Applicator C118 AGB**
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.				

Program Objectives What are the overarching objectives/goals of the program?	Upon completion of this program, students should be able to communicate with other people, demonstrate a general knowledge of crop and livestock production, understand the problems of agriculture, be aware of the new developments in farming, and develop skills in marketing, management, and financing in agri-business in preparation for employment within the agricultural field. 1. Students will demonstrate the necessary agricultural knowledge and skills acceptable to gain an entry-level position. 2. Students will demonstrate business skills, including areas of marketing, finance, and economics, appropriate to the agricultural industry. 3. Students will demonstrate the essential communications skills, both written and verbal, to be successful in the agricultural industry. 4. Students will use quantitative skills necessary to solve agricultural problems. 5. Students will demonstrate appropriate professional skills necessary for the agricultural business industry. 6. Students will demonstrate technology skills utilizing computer programs such as Excel, Word, PowerPoint, and Internet Browsers.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	Over the course of the past few years, assessment data was collected on outcome #1 where 100% of students demonstrated the appropriate agricultural knowledge and skills. This was determined through assessment collected off of a series of supervised occupational experiences. Additionally, students' communication skills were assessed with 67.31% of students met or exceeded faculty established criteria. All program objectives are mapped throughout the curriculum and assessed biannually to ensure students are progressing throughout programs curriculum.

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	Students are meeting the program goals. The achievement of program objectives is being assessed in a manner of ways, such as through coursework and evaluations from students' internships.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	The agriculture faculty members recommended changes to the sequence of courses and other new course offerings based on analysis of their student learning assessments and feedback from the Agriculture Technologies Advisory Council. The course sequence changes included modifications that allow students more flexibility with their education and work schedules. The agriculture faculty members also recommended a new program offering. Each recommendation has been implemented.
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	Doug Robb, Lead Instructor Agriculture Technology/Business Steve Hnetkovsky, Lead Instructor Agriculture Technology/ Production Robert Conn, Dean of Instruction
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	Steve Patberg, Assistant Dean of Student Services Eric Scheller, Instructor and Curriculum Committee Drew McMurray, Instructor and Curriculum Committee Rich Poskin, Instructor and Curriculum Committee Jill Winter, Instructor and Curriculum Committee The curriculum committee reviews changes to programs and courses and serves as subject matter experts in their respective roles from various disciplines.

CTE Program Review Analysis

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.

Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	Yes. 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. 1. Three years (units) of English emphasizing writing, oral communication, and literature 2. Two years (units) of mathematics 3. Reading, including the ability to read and comprehend at a level appropriate for college study 4. One year (unit) of science. 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. Multiple measures for placement includes analysis of: 1. Nationally standardized test scores such as ACT, SAT, ACCUPLACER, ASSET, COMPASS, PARCC, etc. 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. 3. If 1 and 2 are not available or do not meet the course placement requirements, additional placement testing may be required.
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The Agriculture Technology/Business program contains four separate internship experiences in addition to coursework. These hours increase the program hours by a total of twelve credit hours. We feel this internship provides the student with the work-based experience necessary for success in the agriculture industry.
Indicator 1: Need	**Response**

1.1 What is the labor market demand for the program?	State job growth shows a 4.8% increase in Agriculture Business jobs according to the Illinois Department of Employment Security. National job growth shows a 6% increase in Agriculture Business jobs according to the U.S. Bureau of Labor Statistics. According to the U.S. Department of Agriculture, between 2015 and 2020, expect an average of 26,700 annual job openings in management and business in the United States for new college graduates with expertise in food, agriculture, renewable natural resources, and the environment. This represents almost half of the annual job openings. https://www.purdue.edu/usda/employment//wp-content/uploads/2015/04/2-Page-USDA-Employ.pdf In addition, local employers continue to contact us seeking prospective employees.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand has increased as the number of retirements to new hires has increased relative to prior time periods.
1.3 What labor market information sources are utilized?	Illinois Department of Employment Security U.S. Bureau of Labor Statistics U.S. Department of Agriculture – National Institute of Food and Agriculture - https://www.purdue.edu/usda/employment//wp-content/uploads/2015/04/2-Page-USDA-Employ.pdf Wabash Valley College Agriculture Advisory Council
1.4 How does the institution/ program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	The lead instructor, college recruiter, and district recruiter schedule high school visits to promote the program. The instructors also work with the marketing teams at the college to promote current events in the program through press releases and newsletters. Program events include co-curricular learning events and trips. The college recruits from district high schools as well as through athletics programs. Host Farm Bureau Acquaintance Day Host Section 23 FFA CDE's Illinois FFA Convention

1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Needs and changes are evaluated by instructors, advisory council, and administration. Changes are initiated by the lead instructor and presented to the dean of instruction for consideration. The dean reviews the changes with the curriculum committee and other administrators for implementation.
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	Yes, minor modifications to recruitment, offerings, and internships to improve the program. Expansion of industry partnerships are sought on a continuous basis through industry and chamber associations. In addition, advisory council members from industry keep in touch with students and faculty throughout the year.
Indicator 2: Cost Effectiveness	**Response**
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)?	Agriculture Technology costs include instructional equipment, faculty salaries, and benefits. The district employs two full-time instructors in Agriculture Technology, located at Wabash Valley College. Adjunct instructors teach the remaining sections mostly as dual credit. Agriculture Technology Business operates at $113.71 per credit hour, substantially less than other business and service programs ($211.76). The District covers the cost of this program through tuition and fees, apportionment and equalization, and property taxes.
2.2 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
2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	The college's efficiency model examines course offerings and seat capacity to determine an ideal student-faculty ratio. Moving low-enrolled courses to an alternating year model allows for cost-reductions.
2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?	Combined tuition and fees costs the students approximately $8,400. Textbook costs depends on market conditions and range from approximately $2,500 to as little as $850 if purchasing used or renting. IECC Financial Aid Offices administer the institutional, Illinois State, and federal financial assistance programs for students and veterans in accordance to the required regulations for each program.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	Some efficiencies are possible with careful articulation. The program operates efficiently compared to other IECC programs.
Indicator 3: Quality	**Response**

3.1 What are the program's strengths?	The Agricultural Technology/Business program utilizes four different internship opportunities for students to gain practical work experience in the agriculture industry.
3.2 What are the identified or potential weaknesses of the program?	Declining enrollment and no shop/greenhouse facilities.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?	Traditional format/hybrid format. The success rates of the delivery methods are monitored by program faculty and administration.
3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB[1]? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.	No. The college plans to submit programs of study to ICCB for approval in 2021.

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[1] Program of study: a coordinated, no duplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

	This program has made progress to become a career pathway program. **Aligns with the skill needs of industries in the economy of the State or regional economy involved.** Advisory council and internship training employers evaluate the program annually to determine which skills, licenses, and courses are needed to meet industry and academic needs. **Prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the National Apprenticeship Act.2** The Agriculture Program has several articulation agreements with state universities that will allow seamless transfer from our CTE program to a BS degree at those institutions.
3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.	**Includes counseling to support an individual in achieving the individual's education and career goals;** Yes, academic and program advisors interview and assist students in achieving their professional and educational goals. **Includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;** Yes, internships are required and each student is advised and placed in an internship to help them achieve their professional goals. All students are enrolled in an employment skills course which teaches skills and professional development for students entering the workforce. **Enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and.** All students are prepared to sit for the Illinois Pesticide Exam which is offered on campus and may earn a Commercial Pesticide license upon successful completion of the exam. Other credentials such as Commercial Driver's License are also emphasized in the program. **Helps an individual enter or advance within a specific occupation or occupational cluster.** Work-based training is accomplished through industry internships and demonstrations of technology by industry in the classroom. Industry personnel are also educated on campus through certified crop advisor credits and pesticide exam training.
3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	Partnerships with industry in hosting events and utilizing technology. Area Farm Bureau managers also partners with the agriculture program in hosting over 100 students per year promoting agriculture on campus.

3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Yes, Agribusiness Management, Ag Mechanization, Computers in Agriculture. Mt. Carmel High School Richland County High School Fairfield Community High School Flora High School Cisne High School
3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	The Agriculture Technology/Business program includes four different internship opportunities so that students gain work-based experience in the agriculture industry. The internships are designed so that students may experience the different aspects of the agriculture industry during the spring, summer, and fall timeframes.
3.9 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
3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	Illinois Pesticide Applicator's License Commercial Driver's License
3.11 Is this an apprenticeship program? If so, please elaborate.	N/A
3.12 If applicable, please list the licensure examination pass rate.	N/A
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	SIU-Carbondale Illinois State University Murray State University University of Illinois
3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Yes, Illinois Farm Bureau partnership. Nine counties in Southeast Illinois partner with Wabash Valley College Agriculture department.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?	Illinois Association of Community College Agriculture Instructors Conference and Professional Development Illinois Association of Vocational Agriculture Teachers Conference and Professional Development

3.16 What is the status of the current technology and equipment used for this program?	Technology is sufficient as new partnerships with Growmark and Farm Bureau have aided the department.
3.17 What assessment methods are used to ensure student success?	Course and program assessment drive program and course changes.
3.18 How are these results shared with others at the institution for continuous improvement?	Reviewed with advisory council and Dean of Instruction and shared on Campus labs.
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	Addition of Precision Agriculture course, use of technology partnerships with industry.
3.20 How satisfied are students with their preparation for employment?	Satisfaction rates are very high based on exit surveys. 100% of students surveyed from 2018 and 2019 are satisfied or very satisfied with general education of the program. Students complete satisfactory surveys at the end of each semester.
3.21 How is student satisfaction information collected?	Students complete satisfactory surveys at the end of each semester.
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers are directly engaged and feedback is provided for each student through the program's rigorous internships.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	Advisory council is made up of academic and industry partners. They review and give direction on program changes.
3.24 How satisfied are employers in the preparation of the program's graduates?	Employer satisfaction is evident through partnerships with employers and advisory council feedback.
3.25 How is employer satisfaction information collected?	Face to face evaluation with employers during intern visits and from the advisory council.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	The faculty found minor modifications needed to align to changing technologies.

LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.

The program faces common barriers to program success such as reduced state and local funding, limited space for equipment, and competition from state universities. Additional resources for increasing advertising and marketing will be pursued.

Performance and Equity

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	Agricultural Technology/Business				
CIP Code	010106				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	21	19	24	11	24
Number of Completers	14	14	20	10	N/A
Other (Please identify) % Completers	67%	74%	83%	91%	N/A

How does the data support the program goals? Elaborate.	Data shows that program objectives are being met as greater than 87% of students completing and greater than 95% of completers meeting program outcomes.
What disaggregated data was reviewed?	Cohort, Enrollees, Enrollment status, Completers, Degree, Ethnicity, Gender
Were there gaps in the data? Please explain.	Intent of enrollees is sometimes vague or not recorded.
What is the college doing to overcome any identifiable gaps?	Intensify efforts to identify intent of students.
Are the students served in this program representative of the total student population? Please explain.	Yes, except for women and non-white students. 31% of completers were women 2014-2018. Ethnic diversity is low with no non-white students in the 2014-2018 period.
Are the students served in this program representative of the district population? Please explain.	Yes, IECC District 529 is a largely rural region and agriculture is the largest employer in this District. Cultural diversity is relatively low in this region and is also correspondingly low in the Agriculture Production program. Female enrollment is approximately 31% in the Agriculture Production program. Female population is approximately 51% in our district.

Review Results

Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale	Timely modifications to the curriculum are needed to address the changing technologies in agriculture.

Please provide a brief rationale for the chosen action.	
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The faculty modified the curriculum during the Fall 2019 semester to be implemented during the 2020-2021 academic year. Course modifications based upon assessment results are implemented immediately or as soon as possible.
Resources Needed	Additional technology upgrades are planned utilizing available district funds.
Responsibility Who is responsible for completing or implementing the modifications?	Doug Robb, Lead Instructor Ag Tech Production Robert Conn, WVC Dean of Instruction

Career & Technical Education

College Name:	Illinois Eastern Community Colleges Wabash Valley College
Academic Years Reviewed:	2016-2020

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Agricultural Technology/Production	**D125 AGP**	**70**	**010301**	**Precision Agriculture AGP C124**

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.

Program Objectives What are the overarching objectives/goals of the program?	1. Students will demonstrate the necessary agricultural knowledge and skills acceptable to gain an entry-level position. 2. Students will demonstrate the ability to maintain, adjust, and operate agricultural equipment and machinery. 3. Students will use the essential communication skills, both written and oral, to be successful in the agriculture industry. 4. Students will use quantitative skills necessary to solve agricultural problems. 5. Students will apply business skills, including areas of marketing, finance, and economics appropriate to the agricultural industry. 6. Students will demonstrate the ability to operate and utilize computer programs such as Excel, Word, PowerPoint, database, and internet browsers.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	Over the past few years, Ag enjoyed greater than 90% success in students meeting program outcomes. Assessment data was collected on outcome #1 where 100% of students demonstrated the appropriate agricultural knowledge and skills. This was determined through assessment collected from a series of supervised occupational experiences. Additionally, communication skills were assessed with 67.31% of the students met or exceeded faculty established criteria. All program objectives are mapped throughout the curriculum and assessed biannually to ensure students are progressing throughout programs curriculum.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	The agriculture faculty members recommended changes to the sequence of courses and some other new course offerings based on analysis of their student learning assessments and feedback from the Agriculture Technologies Advisory Council. The course sequence changes included modifications that allow

	students more flexibility with their education and work schedules. The agriculture faculty members also recommended a new program offering. Each recommendation has been implemented.
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	Steve Hnetkovsky-Lead Instructor Ag Tech Production Robert Conn, Dean of Instruction, WVC
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	Steve Patberg, Assistant Dean of Student Services Eric Scheller, Instructor and Curriculum Committee Drew McMurray, Instructor and Curriculum Committee Rich Poskin, Instructor and Curriculum Committee Jill Winter, Instructor and Curriculum Committee The curriculum committee reviews changes to programs and courses and serves as subject matter experts in their respective roles from various disciplines.

CTE Program Review Analysis

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.

Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	Yes. 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. 1. Three years (units) of English emphasizing writing, oral communication, and literature 2. Two years (units) of mathematics 3. Reading, including the ability to read and comprehend at a level appropriate for college study 4. One year (unit) of science. 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. Multiple measures for placement includes analysis of: 1. Nationally standardized test scores such as ACT, SAT, ACCUPLACER, ASSET, COMPASS, PARCC, etc. 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 3. If 1 and 2 are not available or do not meet the course placement requirements, additional placement testing may be required.
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	Rationale for 70 credit hour program: 12 semester hours of the program requirements are for internship-related courses which are critically important for our CTE degree program. The internships are much like an apprenticeship, with pay, hands-on learning opportunities, and industry immersion. These internship courses are in addition to the academic courses that are the foundation of our agricultural programs.
Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program?	Based upon advisory council and employer needs there is a critical shortage of trained individuals entering the agriculture field within the District. The agriculture service industry in this District is in desperate short supply for seasonal and full-time employees.

1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand has increased as the number of retirements to new hires has increased relative to prior time periods. According to the Occupational Outlook Handbook, employment of agricultural equipment operators is projected to increase 10 percent, faster than the average for all occupations, and faster than any other type of agricultural worker. Increased use of mechanization on farms is expected to lead to more jobs for agricultural equipment operators relative to farmworkers and laborers.
1.3 What labor market information sources are utilized?	Advisory council, employers, Labor Market data.
1.4 How does the institution/ program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	We recruit directly at area high schools, FFA contests, recruitment fairs, TV/Internet advertisements, and use social media (Facebook, Twitter, and Instagram). Word of mouth from former students is a significant source of prospective students as well. We also use the internship program to recruit potential students.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Needs and changes in the program are suggested and evaluated by the advisory council, employers, Dean, and lead instructors based upon assessment results, and current industry needs.
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	Expanding industry partnerships especially when using technology infrastructure and equipment have been identified as an area that needs to be expanded. Offering new content in courses specifically related to technology is also an area that needs to be expanded due to the rapidly changing technological landscape.
Indicator 2: **Cost Effectiveness**	**Response**
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)?	Agriculture Technology costs include instructional equipment, faculty salaries, and benefits. The district employs two full-time instructors in Agriculture Technology, located at Wabash Valley College. Adjunct instructors teach the remaining sections mostly as dual credit. Agriculture Technology Production operates at $113.71 per credit hour, substantially less than other business and service programs ($211.76). The District covers the cost of this program through tuition and fees, apportionment and equalization, and property taxes.

2.2 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
2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	The college's efficiency model examines course offerings and seat capacity to determine an ideal student-faculty ratio. Moving low-enrolled courses to an alternating year model allows for cost-reductions.
2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?	Combined tuition and fees costs the students approximately $8,400. Textbook costs depends on market conditions and range from approximately $2,500 to as little as $850 if purchasing used or renting. IECC Financial Aid Offices administer the Institutional, Illinois State, and Federal financial assistance programs for students and veterans in accordance to the required regulations for each program.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	Some efficiencies are possible with careful articulation. The program operates efficiently compared to other IECC programs.

Indicator 3: Quality	Response
3.1 What are the program's strengths?	The program is continually evaluated and updated to industry standards based upon input from advisory councils and industry. There are multiple entry and exit points in this program for students who can earn degrees and certificates and licenses in six areas of study.
3.2 What are the identified or potential weaknesses of the program?	Lack of a mechanics facilities and tooling is the major weakness of this program.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?	Traditional and hybrid courses are taught in this program of study. No significant difference between hybrid and traditional delivery of course has been documented.
3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB[2]? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.	No. The college plans to submit programs of study to ICCB for approval in 2021. Challenging academic rigor is evidenced by multiple articulation agreements between the agriculture program and state universities agriculture departments. Technical skills are emphasized by students earning skills-based credentials like the Commercial Pesticide License and the CDL which make the student more marketable. There are multiple entry and exit points in this degree program. Dual credit, six different degrees and certificates are available to all students.

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[2] Program of study: a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and

3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.	This program has made progress to become a career pathway program. **Aligns with the skill needs of industries in the economy of the State or regional economy involved.** Advisory council and internship training employers evaluate the program annually to determine which skills, licenses, and courses are needed to meet industry and academic needs. **Prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the National Apprenticeship Act.2** The Agriculture Program has several articulation agreements with state universities that will allow seamless transfer from our CTE program to a BS degree at those institutions. **Includes counseling to support an individual in achieving the individual's education and career goals;** Yes, academic and program advisors interview and assist students in achieving their professional and educational goals. **Includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;** Yes, internships are required and each student is advised and placed in an internship to help them achieve their professional goals. All students are enrolled in an employment skills course which teaches skills and professional development for students entering the workforce. **Enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and.** All students are prepared to sit for the Illinois Pesticide Exam which is offered on campus and may earn a Commercial Pesticide license upon successful completion of the exam. Other credentials such as Commercial Driver's License are also emphasized in the program. **Helps an individual enter or advance within a specific occupation or occupational cluster.** Work-based training is accomplished through industry internships and demonstrations of technology by industry in the classroom. Industry personnel are also educated on campus through certified crop advisor credits and pesticide exam training.

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technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	Partnerships with industry in hosting events and utilizing technology. The Agriculture Production program partners with Farm Bureau and Wabash Valley Service Company in hosting field days and events related to agriculture. Area Farm Bureau managers also partners with the agriculture program in hosting over 100 students per year promoting agriculture on campus.
3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Yes, Ag Occupations, Livestock Evaluation, Ag Mechanization, Computers in Agriculture. Mt. Carmel High School Richland County High School Fairfield Community High School Flora High School Cisne High School
3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	Laboratory classes in Agronomy, Soil Science, Animal Science, Feeds, Mechanics. Four required internships with industry. These opportunities are of great value to students in learning real-world application of topics taught and the program benefits by having up-to-date industry standards reinforced during the internship. A greater variety and number of industry partners willing to hire interns would improve these work-based opportunities.
3.9 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).	No
3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	Yes, Commercial Pesticide licensure, Commercial Driver's License.
3.11 Is this an apprenticeship program? If so, please elaborate.	No
3.12 If applicable, please list the licensure examination pass rate.	85% CDL; 95% Illinois Commercial Pesticide Exam
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	SIU-Carbondale Illinois State University Murray State University University of Illinois
3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Yes, Illinois Farm Bureau partnership. Nine counties in Southeast Illinois partner with Wabash Valley College Ag dept.

3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?	None that is industry specific. Full-time Lead Instructor attends three professional development meetings per year. Money for professional development is limited, more training in technology would be beneficial.
3.16 What is the status of the current technology and equipment used for this program?	Technology is sufficient as new partnerships with Growmark and Farm Bureau have aided the department. The major limitation of this program is lack of facilities, especially shop space for mechanics courses.
3.17 What assessment methods are used to ensure student success?	Course, and program assessment drive program and course changes.
3.18 How are these results shared with others at the institution for continuous improvement?	Reviewed with advisory council and Dean of Instruction and shared on Campus labs.
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	Addition of Precision Agriculture course, use of technology partnerships with industry.
3.20 How satisfied are students with their preparation for employment?	Satisfaction rates are very high based on exit surveys conducted at the graduation ceremony practice/walk through. Collecting, storing, and then accessing that data has been problematic. A survey strategy may be a viable solution to the program and district's data problems.
3.21 How is student satisfaction information collected?	Employers are directly engaged, and feedback is provided for each student through the program's rigorous internships.
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Advisory council is made up of academic and industry partners. They review and give direction on program changes.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	Employer satisfaction is evident through partnerships with employers and advisory council feedback.
3.24 How satisfied are employers in the preparation of the program's graduates?	Employer satisfaction is evident through partnerships with employers and advisory council feedback.
3.25 How is employer satisfaction information collected?	Face to face evaluation with employers during intern visits and with advisory council.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	The faculty found minor modifications needed to align to changing technologies.

LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.

The program faces common barriers to program success such as reduced state and local funding, limited space for equipment, and competition from state universities. Additional resources for increasing advertising and marketing will be pursued. Additional industry partners will be recruited to provide internship experiences for students.

Performance and Equity

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	Agricultural Technology/Production				
CIP Code	010301				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	16	9	30	18	21
Number of Completers	14	8	27	14	N/A
Other (Please identify) % Completers	88%	89%	90%	78%	N/A
How does the data support the program goals? Elaborate.	Data shows that program objectives are being met as 87% of students completing and greater than 95% of completers meeting program outcomes.				
What disaggregated data was reviewed?	Cohort, Enrollees, Enrollment status, Completers, Degree, Ethnicity, Gender				
Were there gaps in the data? Please explain.	Intent of enrollees is sometimes vague or not recorded.				
What is the college doing to overcome any identifiable gaps?	Increase efforts to identify perceptions of students. Greater Marketing.				
Are the students served in this program representative of the total student population? Please explain.	Yes, except for women and non-white students. 31% of completers were women 2014-2018. Ethnic diversity is low with no non-white students in the 2014-2018 period.				
Are the students served in this program representative of the district population? Please explain.	Yes, IECC District 529 is a largely rural region and agriculture is the largest employer in this District. Cultural diversity is relatively low in this region and is also correspondingly low in the Agriculture Production program. Female enrollment is approximately 31% in the Agriculture Production program. Female population is approximately 51% in our district.				

Review Results

Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale	Timely modifications to the curriculum are needed to address the changing technologies in agriculture.

Please provide a brief rationale for the chosen action.	
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The faculty modified the curriculum during the Fall 2019 semester to be implemented during the 2020-2021 academic year. Course modifications based upon assessment results are implemented immediately or as soon as possible.
Resources Needed	Additional technology upgrades are planned utilizing available district funds.
Responsibility Who is responsible for completing or implementing the modifications?	Steve Hnetkovsky, Lead Instructor Ag Tech Production Robert Conn, WVC Dean of Instruction

Career & Technical Education

College Name:	Illinois Eastern Community Colleges Wabash Valley College
Academic Years Reviewed:	2015-2019

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Turf and Landscape Design	**C116 AGB**	**29**	**010607**	

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.

Program Objectives What are the overarching objectives/goals of the program?	The goal of the Turf and Landscape Design is to provide the knowledge and skills necessary for our students to secure a job/career in the agricultural industry. The certificate is designed as a stand-alone certificate for individuals specifically interested in training for the horticulture/lawn care industry. It also serves students enrolled in the Agricultural Technologies program (AAS degree) by increasing their marketability through cross-training within the agricultural field.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	Students are meeting the program goals. The achievement of program objectives is being assessed in a manner of ways, such as through coursework and evaluations from students' internships.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	The agriculture faculty members recommended changes to the sequence of courses and some other new course offerings based on analysis of their student learning assessments and feedback from the Agriculture Technologies Advisory Council. The course sequence changes included modifications that allow students more flexibility with their education and work schedules. The agriculture faculty members also recommended a new program offering. Each recommendation has been implemented.
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	Doug Robb, Lead Instructor Agriculture Technology/Business Steve Hnetkovsky, Lead Instructor Agriculture Technology/Production Robert Conn, Dean of Instruction
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)	Steve Patberg, Assistant Dean of Student Services Eric Scheller, Instructor and Curriculum Committee Drew McMurray, Instructor and Curriculum Committee Rich Poskin, Instructor and Curriculum Committee Jill Winter, Instructor and Curriculum Committee

Also describe their role or engagement in this process.	The curriculum committee reviews changes to programs and courses and serves as subject matter experts in their respective roles from various disciplines.

CTE Program Review Analysis

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.

Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	N/A
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	N/A

Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program?	National job growth shows a 6% increase in Agriculture Business jobs according to the U.S. Bureau of Labor Statistics.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand has increased as the number of retirements to new hires has increased relative to prior time periods.
1.3 What labor market information sources are utilized?	Illinois Department of Employment Security
1.4 How does the institution/ program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	The lead instructor, college recruiter, and district recruiter schedule high school visits to promote the program. The instructors also work with the marketing teams at the college to promote current events in the program through press releases and newsletters. Program events include co-curricular learning events and trips. The college recruits from district high schools as well as through athletics programs. Host Farm Bureau Acquaintance Day Host Section 23 FFA CDE's Illinois FFA Convention
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Needs and changes are evaluated by instructors, advisory council, and administration. Changes are initiated by the lead instructor and presented to the dean of instruction for consideration. The dean reviews the changes with the curriculum committee and other administrators for implementation.

1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	Yes, minor modifications to recruitment, offerings, and internships to improve the program. Expansion of industry partnership are sought on a continuous basis through industry and chamber associations. In addition, advisory council members from industry keep in touch with students and faculty throughout the year.
Indicator 2: **Cost Effectiveness**	**Response**
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)?	Because the certificate shares resources with other Agriculture Technology programs, costs are limited and shared with other programs for instructional equipment, faculty salaries, and benefits. Agriculture Technology operates at $113.71 per credit hour, substantially less than other business and service programs ($211.76). Turf and Landscape Design costs approximately $1.00 per unit. The District covers the cost of this program through tuition and fees, apportionment and equalization, and property taxes.
2.2 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
2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	The college's efficiency model examines course offerings and seat capacity to determine an ideal student-faculty ratio. Moving low-enrolled courses to an alternating year model allows for cost-reductions.
2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?	Combined tuition and fees costs the students approximately $3,828. Textbook costs depends on market conditions and range from approximately $1,250 to as little as $425 if purchasing used or renting. IECC Financial Aid Offices administer the Institutional, Illinois State, and Federal financial assistance programs for students and veterans in accordance to the required regulations for each program.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	The program operates very efficiently compared to other IECC programs.
Indicator 3: Quality	**Response**
3.1 What are the program's strengths?	The Agricultural Technology/Business program utilizes four different internship opportunities for students to gain practical work experience in the agriculture industry.
3.2 What are the identified or potential weaknesses of the program?	Declining enrollment due to high demand for workers and increasing tuition and fees.

3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?	Traditional/Hybrid format: The success rates of the delivery methods are monitored by program faculty and administration.
3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB[3]? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.	No
3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.	N/A
3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	Partnerships with industry in hosting events and utilizing technology. Area Farm Bureau managers also partners with the agriculture program in hosting over 100 students per year promoting agriculture on campus.
3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	N/A
3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	The Turf and Landscape Design program includes two different internship opportunities so that students gain work-based experience in the turf grass industry. The internships are designed so that students may experience the different aspects of the agriculture industry.

[3] Program of study: a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

3.9 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).	No
3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	Illinois Pesticide Applicator's License Commercial Driver's License
3.11 Is this an apprenticeship program? If so, please elaborate.	N/A
3.12 If applicable, please list the licensure examination pass rate.	N/A
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	N/A
3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Yes, Illinois Farm Bureau partnership. Nine counties in Southeast Illinois partner with Wabash Valley College Agriculture department.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?	Illinois Association of Community College Agriculture Instructors Conference and Professional Development Illinois Association of Vocational Agriculture Teachers Conference and Professional Development.
3.16 What is the status of the current technology and equipment used for this program?	Technology is sufficient as new partnerships with Growmark and Farm Bureau have aided the department.
3.17 What assessment methods are used to ensure student success?	Course and program assessment drive program and course changes.
3.18 How are these results shared with others at the institution for continuous improvement?	Reviewed with advisory council and Dean of Instruction and shared on Campus labs.
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	Addition of Precision Agriculture course, use of technology partnerships with industry.

3.20 How satisfied are students with their preparation for employment?	Satisfaction rates are very high based on exit surveys.
3.21 How is student satisfaction information collected?	Students complete satisfactory surveys at the end of each semester.
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Advisory Council is made up of industry and academic partners.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The Advisory Council reviews program curriculum and give direction on improvements.
3.24 How satisfied are employers in the preparation of the program's graduates?	Employer satisfaction is evident through partnerships with employers and advisory council feedback.
3.25 How is employer satisfaction information collected?	Face to face evaluation with employers during intern visits and with advisory council.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	The faculty found minor modifications needed to align to changing technologies.

LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.

The program faces common barriers to program success such as reduced state and local funding, limited space for equipment, and competition from state universities. Additional resources for increasing advertising and marketing will be pursued. Additional technology upgrades are planned utilizing available district funds.

Performance and Equity

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	Turf and Landscape Design				
CIP Code	010607				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	2	2	0	NA
Number of Completers	0	2	2	0	
Other (Please identify) % Completers	0	100%	100%	0	N/A
How does the data support the program goals? Elaborate.	Students are currently using the certificate program to gain an additional credential to their Ag AAS degree. The low numbers are reflective of increased tuition and fees charged to students seeking additional credentials.				
What disaggregated data was reviewed?	The low enrollment numbers create challenges for data review.				
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				

Review Results

Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale	Slight modifications to the curriculum are needed to address the changing technologies in agriculture.

Please provide a brief rationale for the chosen action.	
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The faculty modified the curriculum during the Fall 2019 semester to be implemented during the 2020- 2021 academic year. Course modifications based upon assessment results are implemented immediately or as soon as possible.
Resources Needed	Additional technology upgrades are planned utilizing available district funds.
Responsibility Who is responsible for completing or implementing the modifications?	Doug Robb, Lead Instructor Ag Tech Production

Career & Technical Education

College Name:	Illinois Eastern Community Colleges Wabash Valley College
Academic Years Reviewed:	2014-2019

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Energy Technology	**D121 ENRGY**	**68**	**150503**	**Alternative Fuels ENRGY C122**

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.

Program Objectives What are the overarching objectives/goals of the program?	The Energy Technology program is designed to prepare individuals for employment within the Energy Technology field generally and within the various specializations of Energy Technology. Successful completers will: Describe and understand renewable energies. Describe and understand the validity of fossil fuels. Describe and understand the advantages of solar energy. Describe and understand the advantages of wind energy.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	The Energy degree has lack of enrollment due to stagnant energy career opportunities in the area. Energy certificate has had low enrollment with last enrollment in 2016.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	The last review occurred with no student enrollment so efforts were made to increase headcount. Actions were completed but ineffective.
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	Scott Balding, Faculty Steve Hnetkovsky, Faculty Robert Conn, Dean of Instruction
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	Steve Patberg, Assistant Dean of Student Services Eric Scheller, Instructor and Curriculum Committee Drew McMurray, Instructor and Curriculum Committee Rich Poskin, Instructor and Curriculum Committee Jill Winter, Instructor and Curriculum Committee The curriculum committee reviews changes to programs and courses and serves as subject matter experts in their respective roles from various disciplines.

CTE Program Review Analysis

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.

Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	Yes. 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. 1. Three years (units) of English emphasizing writing, oral communication, and literature 2. Two years (units) of mathematics 3. Reading, including the ability to read and comprehend at a level appropriate for college study 4. One year (unit) of science. 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. Multiple measures for placement includes analysis of: 1. Nationally standardized test scores such as ACT, SAT, ACCUPLACER, ASSET, COMPASS, PARCC, etc. 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. If 1 and 2 are not available or do not meet the course placement requirements, additional placement testing may be required.
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	Will be adjusting program hours to reflect the 60 credit hours.

Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program?	Solar Power outlook is 10-15% increase in growth. Wind Power outlook is 5% increase in growth. Biofuels Power outlook is 2-4% increase in growth.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand has been on an increase because of the demand to increase the use of non-fossil fuels. The outlook is good for the next five years with the increase in alternative energy. This is due to the decrease in fossil fuels.
1.3 What labor market information sources are utilized?	O-Net

1.4 How does the institution/ program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	High school visits, career fairs, college fairs, Diesel Day, Car Show, community events (cookouts, appreciation days).
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	By the industry needs and faculty recommendations.
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	Yes. Revamping the program to meet industry needs and reducing the credit hours to meet the state requirements.
Indicator 2: Cost Effectiveness	**Response**
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)?	Agriculture Technology costs include instructional equipment, faculty salaries, and benefits. The district employs two full-time instructors in Agriculture Technology, located at Wabash Valley College. Adjunct instructors teach the remaining sections mostly as dual credit. Agriculture Technology Business operates at $113.71 per credit hour, substantially less than other business and service programs ($211.76). The District covers the cost of this program through tuition and fees, apportionment and equalization, and property taxes.
2.2 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.	Energy Technology costs are low with zero student headcount but would include instructional equipment, faculty salaries, and benefits. The District covers the cost of this program through tuition and fees, apportionment and equalization, and property taxes.
2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	Increase headcount.
2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?	Combined tuition and fees costs the students approximately $8,160. Textbook costs depends on market conditions and range from approximately $2,500 to as little as $850 if purchasing used or renting. IECC Financial Aid Offices administer the Institutional, Illinois State, and Federal financial assistance programs for students and veterans in accordance to the required regulations for each program.

2.5 Did the review of program cost result in any actions or modifications? Please explain.	Some efficiencies are possible with careful articulation. The program operates efficiently compared to other IECC programs.
Indicator 3: Quality	**Response**
3.1 What are the program's strengths?	The program's strength would be to meet the demands of an industry that is increasing in needs due to the economic standpoint on alternative energy.
3.2 What are the identified or potential weaknesses of the program?	Declining enrollment due to strong economy. Lack of updated training equipment and facilities.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?	Traditional, hybrid and/or online.
3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB[4]? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.	No
3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.	No
3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	Partnerships with the Agricultural Technologies and Diesel Technologies programs and industry in hosting events and utilizing technology.

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[4] Program of study: a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	N/A
3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	Internships with installation companies, apprenticeship possibilities with union contractors. Lab sessions will include hands on exercises with various energy topics and learning experiences.
3.9 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
3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	Electrical certifications to be able to work with high voltage systems.
3.11 Is this an apprenticeship program? If so, please elaborate.	No
3.12 If applicable, please list the licensure examination pass rate.	N/A
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	N/A
3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	No
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?	Training on various alternative energies (solar, wind, biofuels, biomass, etc.)
3.16 What is the status of the current technology and equipment used for this program?	Technology is sufficient but new opportunities exist with solar, wind, and hybrid advancements in energy innovations.
3.17 What assessment methods are used to ensure student success?	Course, and program assessment drive program and course changes.

3.18 How are these results shared with others at the institution for continuous improvement?	Reviewed with advisory council and Dean of Instruction and shared on Campus labs.
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	Addition of Precision Agriculture course, use of technology partnerships with industry.
3.20 How satisfied are students with their preparation for employment?	Satisfaction rates are very high based on exit surveys.
3.21 How is student satisfaction information collected?	Students complete satisfactory surveys at the end of each.
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers are directly engaged, and feedback is provided for each student through the program's rigorous internships.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	Advisory council is made up of academic and industry partners. They review and give direction on program changes.
3.24 How satisfied are employers in the preparation of the program's graduates?	NA
3.25 How is employer satisfaction information collected?	Face to face evaluation with employers during employer visits and with advisory council.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	The faculty found minor modifications needed to align to changing technologies.

LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.
The program faces common barriers to program success such as reduced state and local funding, limited space for equipment, and competition from state universities. Additional resources for increasing advertising and marketing will be pursued.

Performance and Equity

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	Energy Technology				
CIP Code	150503				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	4 (2015)	2 (2016)	NA	NA	NA
Number of Completers	N/A	4	0	NA	NA
Other (Please identify)					

How does the data support the program goals? Elaborate.	Students are currently using the certificate program to gain an additional credential to their Ag AAS degree. The low numbers are reflective of increased tuition and fees charged to students seeking additional credentials.
What disaggregated data was reviewed?	The low enrollment numbers create challenges for data review.
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

Review Results

Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale	Faculty modifications to the curriculum are needed to address the changing technologies in the energy sector. Additional program level changes are necessary and will be implemented as soon as possible.

Please provide a brief rationale for the chosen action.	
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The faculty reviewed the curriculum during the Fall 2019 semester, but new courses and a modified outline are scheduled for the 2020- 2021 academic year. A fresh look with local subject matter experts in solar power, wind power, biofuels power in addition to renewable concepts is needed.
Resources Needed	Additional technology upgrades utilizing available district funds.
Responsibility Who is responsible for completing or implementing the modifications?	Scott Balding, Faculty Steve Hnetkovsky, Faculty Robert Conn, Dean of Instruction

Career & Technical Education

College Name:	Illinois Eastern Community Colleges Frontier Community College Lincoln Trail College
Academic Years Reviewed:	2015-2019

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Construction Technology	**D206 CONST**	**64**	**460000**	**Construction Technician CONST C205**

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.

Program Objectives
What are the overarching objectives/goals of the program?
	The Construction Technology degree and Construction Technician certificate prepare students for employment in construction technology trades. IECC offers the program at two of its colleges—Frontier Community College (FCC) and Lincoln Trail College (LTC).
	
	The program trains students in five core areas—safety, carpentry, plumbing, electrical, and masonry. Each of the program's assessment goals and objectives relate to these core areas:
	1. **Safety.** Students will demonstrate safety procedures handling equipment and working "on-the-job" during projects.
	2. **Carpentry Skills & Knowledge.** Students will demonstrate skills and knowledge of carpentry including the following:
	    a. Explain terms commonly used in discussing wood and lumber;
	    b. Calculate the quantity of lumber using industry standard methods;
	    c. Identify hand and power tools used by carpenters and their safety rules;
	    d. Use stationary power tools;
	    e. Describe and erect exterior wall;
	    f. Construct a frame roof;
	    g. Install a pre-hung window;
	    h. Install a threshold and door;
	    i. Read and interpret plans, elevations, etc. in basic construction drawings;
	    j. Install vinyl siding;
	    k. Install fiberglass shingles;
	    l. Install insulation;
	    m. Install interior trim;

n. Install factory made cabinets, countertops, and backsplashes;
o. Apply masking tape to various surfaces;
p. Describe properties and functions of paint;
q. Demonstrate how to mix paint;
r. Demonstrate how to apply paint by brush and roller;
s. Develop a schedule for accomplishing a painting job;
t. Install drywall on wood studs using screws and nails; and
u. Properly finish drywall using hand tools.

3. **Plumbing Skills & Knowledge.** Students will demonstrate the fundamentals of plumbing including the following skills:
    a. Identify the basic tools used in the plumbing trade and demonstrate the proper use of each;
    b. Interpret plumbing related information from a set of plumbing drawings;
    c. Install common types of sinks, faucets, and lavatories;
    d. Install pipe hangers and supports correctly;
    e. Use plans and fixture rough-in sheets to determine locations of fixtures and route of the plumbing;
    f. Size and install a water service line; and
    g. Install a gas or electric water heater.

4. **Fundamentals of Electrical Work.** Students will demonstrate the fundamentals of electrical work including the following skills:
    a. Calculate the correct breaker box size for any number and size of conductors;
    b. Describe and demonstrate the use of equipment to pull wire through conduit;
    c. Demonstrate wire splicing technique;
    d. Interpret electrical drawings;
    e. Explain and demonstrate wire grounding devices;
    f. Select proper wiring methods for various types of residences;
    g. Install lighting fixtures; and
    h. Install single-phase service connection.

5. **Masonry Skills & Knowledge.** Students will demonstrate the fundamentals in masonry including the following skills:
    a. Mix a test batch of concrete;
    b. Demonstrate the process of depositing, spreading, and striking off concrete;
    c. Apply a broom finish to concrete;
    d. Erect low wall and foundation wall forms;
    e. Layout and finish small slabs of concrete for sidewalks and patios;
    f. Properly mix mortar by hand and using an electrical mixer;

	g. Describe how to and demonstrate how to set up a concrete block wall; and h. Describe how to and demonstrate how to build a block foundation.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	Instructors formally assessed student learning during the 2018-19 academic year for three program outcomes—safety, carpentry, and masonry skills. **Safety**—Instructors performed a summative assessment of the safety outcome during Fall 2018 using a writing assignment. Four students (80%) exceeded and one student (20%) partially met the safety outcome. The degree of learning for this activity was skill reinforcement. **Carpentry Skills & Knowledge**—Instructors performed a formative assessment of the carpentry skills and knowledge outcome during Spring 2019 using a preemptive quiz. One student (100%) partially met the carpentry skills and knowledge outcome. The degree of learning for this activity was skill introduction. **Masonry Skills & Knowledge**—Instructors performed a formative assessment of the masonry skills and knowledge outcome during Spring 2019 using a preemptive quiz. One student (100%) met the masonry skills and knowledge outcome. The degree of learning for this activity was skill introduction. *(NOTE: Small sample sizes create challenges interpreting this data)*
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	The current program review cycle is the first for the Construction Technology Degree and Construction Technician Certificate programs.
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	The IECC Program Review Team for Construction Technology includes: • **Mr. Clint Crossen**, Adjunct Instructor (LTC); • **Mr. Les Lake**, Adjunct Instructor (LTC); and • **Mr. Brent Todd**, Dean of Instruction (LTC). LTC staffs its Construction Technology program with two adjunct instructors. Mr. Crossen and Mr. Lake developed and implemented assessment activities, recording results in CampusLabs, and the IECC assessment management system. The Review Team used these results for this review. Mr. Lake attended a professional development workshop hosted by IECC's Assessment Office about the program review process. Both Mr. Crossen and Mr. Lake also reviewed all Construction Technology course syllabi, making recommendations for courses to be removed from the Catalog and changes to course sequences. Mr. Todd organized the review team at LTC, gathered additional data, and summarized the results of the program review process in the CTE Review Instrument.

Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	Additional IECC stakeholders and participants include: • **Dr. Paul Bruinsma**, Dean of Instruction (FCC); • **Mr. Luke Harl**, Program Director of Grants & Compliance (IECC) [has since left this role]; • **Ms. Alyssa Maglone**, Coordinator of Curricular Reporting & Articulations (IECC); • **Mr. Travis Matthews**, Faculty Assessment Coordinator (LTC); • **Ms. Erin Volk**, Advisor (LTC); and • **Mr. Brandon Weger**, Program Director of Student Learning Assessment (IECC). Mr. Matthews and Mr. Weger assisted Mr. Crossen and Mr. Lake in developing their assessment activities and with recording data in CampusLabs. Mr. Weger's Office hosted the professional development activity for all faculty participating in the program review process. Dr. Bruinsma and Ms. Volk reviewed and made recommendations for course sequences and recommended general education electives. Ms. Maglone made recommendations for updating course CIP codes, which added consistency and accuracy in course offerings. Mr. Harl gathered employment and wage data. Mr. Weger also manages data in CampusLabs to ensure assessment and completion information is accurate and available for the Review Team.

CTE Program Review Analysis
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.

Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	The instructors reviewed course prerequisites. They did not recommend any changes.
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The Construction Technology AAS and stackable Construction Technician certificate require 64 and 32 credit hours, respectively. LTC Faculty, Advisor, and Dean discussed removing a course within the program to lower required credit hours. The program's Advisory Council did not recommend removing a Construction elective. State requirements mandate the number of general education electives. For these reasons, the Review Team does not recommend changing the credit hour value of the degree or certificate.
Indicator 1: Need	**Response**

1.1 What is the labor market demand for the program?	The Review Team gathered job growth and wage data for Construction Laborer and Construction Trade Technology positions. The District's boundaries encompass parts of two Local Workforce Innovation Areas (LWIA). Where appropriate, the Team included data for both LWIA 23 and 26. Local job growth for Construction Laborer positions are 4.20 and 4.27% for LWIA 23 and 26, respectively; job growth for Construction Trade Technology is 2.50 and 6.28% for LWIA 23 and 26, respectively. Construction Laborer positions currently experience 8.60% growth statewide in Illinois while Construction Trade Technology positions experience 7.70% statewide growth. Construction Laborer entry-level, median, and experienced wages in the local area are $22,608, $37,016, and $51,980, respectively; median Illinois wages are $56,709. Construction Trade Technology entry-level, median, and experienced wages are $41,463, $52,113, and $68,959, respectively; median Illinois wages are $84,723 for Construction Trade Technology. Other positions that may relate to this program include: Carpenters; Helpers—Brickmasons, Blockmasons, Stonemasons, and Tile and Marble Setters; Construction Carpenters; Helpers, Construction Trades, All Others; and Construction and Related Workers, All Other. Although the Review Team did not identify specific, local and state data on these additional five careers, O*NET OnLine lists each of these five positions as "Bright Outlook" careers, meaning the Department of Labor expects them to grow rapidly in the next several years or will have large numbers of job openings.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The Bureau of Labor Statistics projects construction positions to grow faster than average (i.e. employment increases of 7% or more) and/or to have 100,000 or more job openings nationwide between 2018 and 2028.
1.3 What labor market information sources are utilized?	The Review Team gathered labor market information from: • Illinois Dept. of Employment Security (www.ides.illinois.gov); • O*NET OnLine (www.onetonline.org); and • US Bureau of Labor Statistics (www.bls.gov).
1.4 How does the institution/ program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	Despite labor demand, enrollment in the Construction Technology program continues to decline at both FCC and LTC. If IECC continues to offer the Construction Technology program, it will develop recruiting and enrollment plans to ensure a sufficient pipeline of students to fulfill market need.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	The Review Team considered market demand and wages at local, state, and national levels to determine if the program continues to be useful to local residents and provides a living wage. The Team also considered future growth of related positions.

1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	The Review Team recommends action in recruitment and expanding dual credit and/or dual enrollment opportunities, particularly at LTC, to increase program enrollment. These recommendations are discussed in more details in other sections of this narrative, specifically Item 2.5 and "Intended Action Steps" and are contingent upon the remainder of the review outcomes.
Indicator 2: **Cost Effectiveness**	**Response**
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)?	Program costs reviewed include salaries, benefits, and instructional supplies for FY18. In general, the per credit hour cost of technical programs ($197.53) was less than that of remedial ($557.987), health ($524.93), business ($211.76), and pre-baccalaureate ($205.53) programs and more than adult education ($47.00) programs at IECC. However, the per-credit hour cost of the Construction Technology program was substantially more ($596.27) than other technical programs during FY18. This data reflects program operation at LTC only and does not include expenses paid for through Perkins and Program Improvement Funds grants.
2.2 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.	The program used a substantial percentage of LTC's Perkins and Program Improvement funds for instructional equipment. These costs may create long-term sustainability issues due to low enrollment.
2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	The substantially higher per credit hour costs associated with Construction Technology is due to lack of enrollment. The College needs to work on enrollment initiatives, outlined in Item 1.6 and the "Intended Action Steps" of this narrative.
2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?	In-district tuition at IECC is $92.00 per credit hour. The cost to students completing the Construction Technician certificate is $4,098 (tuition and applicable fees). The cost to students completing the Construction Technology AAS degree is $8,196. These costs reflect in-district tuition and fees only.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	The Construction Technology program is costly to operate, due to low enrollment. IECC must develop recruitment plans to increase enrollment in the program or consider inactivating the program at one or both colleges.
Indicator 3: Quality	**Response**
3.1 What are the program's strengths?	Labor market data indicate demand for construction careers. The program is staffed by qualified, competent, and experienced faculty. Facilities and instructional supplies are appropriate to the program and can accommodate substantially more students than enrolled during the review period.

3.2 What are the identified or potential weaknesses of the program?	Substantial program costs and an ineffective recruitment plan are weaknesses of the program.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?	IECC offers its Construction Technology program in a face-to-face modality with considerable lab time. The program is offered at both FCC and LTC; however, currently, only FCC offers dual credit opportunities.
3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB[5]? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.	Construction Technology is not currently a Perkins V-eligible program of study. To earn this status, the program needs to align curricula with its K-12 partners to prevent duplication of coursework. IECC will pursue adopting a program of study model for this program.
3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.	Construction Technology is not currently a career pathway program. To earn this status, the program needs to collaborate with its K-12 partners and adult education counterparts to extend transition offerings. The program also needs to offer more flexible scheduling, which may be challenging due to seat time required for some of the construction courses.
3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	LTC Construction Technology students accepted a job replacing kitchen cabinets and building an island in an industrial break-room. The students met with their customers to find out what the customer needs were, priced materials and labor, drew up plans, and later pitched their ideas to their customers. This opportunity provided students with experiences on the business side of the construction profession.
3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	FCC offers dual credit opportunities in Construction Technology; LTC currently does not. Identifying dual credit and/or dual enrollment opportunities will be an initiative of the LTC program if it continues offering this program.

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[5] Program of study: a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	Students earning the Construction Technology AAS degree must complete a 3 credit hour internship. Internship opportunities provide students with on-the-job training and a better understanding of needs in their local communities relating to construction.
3.9 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).	There are no industry accreditations required for this program.
3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	There are no industry-recognized credentials for this program.
3.11 Is this an apprenticeship program? If so, please elaborate.	IECC does not currently offer apprenticeship opportunities for this program.
3.12 If applicable, please list the licensure examination pass rate.	N/A
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	IECC and Eastern Illinois University (EIU) offer a course sequencing agreement for this program that recommends courses students should complete at IECC before matriculating into the EIU Construction Management program.
3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	The IECC/EIU agreement described in 3.13 is new to the program.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?	LTC provides opportunities for all faculty—both full-time and adjunct—to request funds for professional development. Mr. Crossen attended a workshop in Austin, Texas in Fall 2019 for technology instructors. Both LTC instructors own their own construction businesses, enabling them to bring first-hand experience into the classroom.
3.16 What is the status of the current technology and equipment used for this program?	The Construction Technology program sought Perkins and/or Program Improvement Funds in each of the review years to purchase instructional equipment. Additionally, the programs have their own budgets for supplies.

3.17 What assessment methods are used to ensure student success?	Instructors use both formative and summative assessment methods in ensuring student success. The results of these are reported in the "Program Objectives" section of this narrative. Dual credit sections did not participate in assessment activities during these review years. On-campus courses only participated in formal assessment during 2018-19.
3.18 How are these results shared with others at the institution for continuous improvement?	Assessment results are shared with the Assessment Team, Curriculum Committees, and reviewed by the Dean and instructors during annual review processes.
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	Instructors recommended specific construction electives to ensure that the program adequately prepares students for the workforce. This decision was, in part, due to assessment results.
3.20 How satisfied are students with their preparation for employment?	Students are satisfied with their preparations for employment based on results of the student's satisfaction survey.
3.21 How is student satisfaction information collected?	IECC did not measure this outcome specifically for the Construction Technology program; however, district-wide, students complete a satisfaction survey. No concerns have been addressed about the program in this survey tool.
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	The Construction Technology, Industrial Management, & Welding Advisory Council meets annually in the Spring semester. The program seeks feedback from the Council regarding curriculum changes, internships, and instructional tools, among other items.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	Refer to Item 3.22.
3.24 How satisfied are employers in the preparation of the program's graduates?	Employers, including those who hire interns and/or graduates report satisfaction with Construction Technology students.
3.25 How is employer satisfaction information collected?	The Construction Technology, Industrial Management, & Welding Advisory Council meets annually. Additionally, faculty maintain professional relationships with the Advisory Council members, employers that hire Construction Technology interns, and employers that hire Construction Technology graduates.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	The review of program quality resulted in four action items regarding Construction Technology: 1) IECC will pursue a "program of study" model for the program; 2) IECC will pursue a career pathway model for the program; 3) LTC will pursue Construction Technology dual credit and dual enrollment opportunities for local high school students; and 4) instructors will reinstate assessment practices, including in dual credit and dual enrollment sections. These action items are contingent upon outcomes in the remainder of this review.

LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.
Recruitment and enrollment appear to be significant barriers for Construction Technology.

Performance and Equity

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	Construction Technology				
CIP Code	460000				
	Year 1 (2015)	Year 2 (2016)	Year 3 (2017)	Year 4 (2018)	Year 5 (2019)
Number of Students Enrolled	8 (FCC) 1 (LTC)	4 (FCC) 4 (LTC)	6 (FCC) 8 (LTC)	6 (FCC) 4 (LTC)	2 (FCC) 4 (LTC)
Number of Completers	6 (FCC) 0 (LTC)	2 (FCC) 1 (LTC)	5 (FCC) 2 (LTC)	3 (FCC) 3 (LTC)	0 (FCC) 0 (LTC)
Other (End of Term Completion)	6 (FCC) 0 (LTC)	2 (FCC) 1 (LTC)	5 (FCC) 2 (LTC)	3 (FCC) 1 (LTC)	2 (FCC) 0 (LTC)
How does the data support the program goals? Elaborate.	Enrollment in Construction Technology remained low at both FCC and LTC from 2015 to 2019. FCC experienced the highest program enrollment, with 8 students in 2015. Aggregate completion rates ranged from 0% in 2016 to 66.7% in 2015. Persistence, measured by end of term completion, ranged from 33.3% in 2019 to 66.7% in 2015.				
What disaggregated data was reviewed?	Reported data aggregate both the certificate and degree options and disaggregate by college (FCC and LTC). Performance data reviewed include program completion and end-of-term persistence, defined by the percentage of students that complete courses each semester. Other data include demographic information such as gender and race/ethnicity as well as Pell eligibility (see below).				
Were there gaps in the data? Please explain.	LTC did not have enrollment in this program in Year 5.				
What is the college doing to overcome any identifiable gaps?	Enrollment is an action item for this program (See 1.6 and "Review Results").				
Are the students served in this program representative of the total student population? Please explain.	**Gender** Equal gender representation does not exist in the Construction Technology program. All enrollees were male in two of the five review years (2015 and 2019); females made up only 7.1% (2017) or 20% (2016 and 2018) of enrollees in other review years. **Race & Ethnicity** Representation by race varied by review year. In 2015 and 2019, all enrollees identified as White; although, some students did identify as				

	Hispanic as well. Only one student in each of the other review years (2016, 2017, and 2018) identified as a race other than White (American Indian or Alaska Native, African American or Black, and African American or Black, respectively). Although the program appears to lack diversity, it is more diverse than student enrollment as a whole. **Pell Eligibility** Pell eligibility also varied by review year, with 55.6, 62.5, 35.7, 60.0, and 50.0% of students being Pell-eligible in 2015, 2016, 2017, 2018, and 2019, respectively. *(Note that there are low sample sizes in all review years, which create challenges in interpreting the data.)*
Are the students served in this program representative of the district population? Please explain.	Although the student makeup of the Construction Technology program was 70% or more White in each review year, overall the program is more diverse than the District population as a whole.

Review Results

Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The Construction Technology program is still in its infancy at IECC, experiencing its first program review this year. Labor data indicate demand at the local, state, and national levels for construction careers with respectable salaries, yet the program struggles with enrollment, persistence, and completion. The low enrollment makes the program costly; however, IECC sees opportunities to change these enrollment trends and will continue with the program through one more review cycle.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The Review Team recommends various action items for Construction Technology, including enrollment management and recruitment initiatives, expanding assessment activities, and curriculum modifications. **Enrollment** Despite local, state, and national trends indicating high demand, the Construction Technology program struggles with enrollment. IECC will develop enrollment strategies to overcome this challenge. **Curriculum** The Review Team recommends several curriculum changes or modifications, regarding CIP codes, superfluous courses, programs of study and career pathways, recommended electives, and assessment practices. ***CIP codes***—Multiple CIP codes are used for Construction Technology courses. To better reflect the student learning experience in

	these courses, all Construction master syllabi now share the same CIP code, which also matches the code of the program. These changes have already been completed at the time of this narrative. ***Superfluous courses***—Faculty identified two masonry courses whose curricula were similar (BTR 1211 Basic Masonry/Concrete Finish and CON 1220 Masonry Fundamentals); one of those courses (BTR 1211) is now removed from the Catalog. ***Programs of Study & Career Pathways***—The Perkins Director will meet with local high schools to determine if the Construction Technology program curriculum can be adapted to a Program of Study and/or Career Pathway model, as supported by Perkins V. ***Recommended electives***—The Catalog now reflects "recommended" general education electives for students in the Construction Technology program. These electives are appropriate to careers in Construction Technology and also are offered in frequencies and semesters that work well with the program outline. The Review Team's hope is that these new recommendations and sequences increase completion rates since course schedules are better aligned. ***Assessment practices***—Program faculty developed and implemented assessment activities for 2018-19; however, dual credit sections were not included in these activities and no outcomes were measured in the following academic year. Assessment should be a continual process and include all sections of Construction Technology courses.
Resources Needed	No resources are needed for Construction Technology at this time.
Responsibility Who is responsible for completing or implementing the modifications?	Program faculty and deans will work with the appropriate IECC staff for recruiting initiatives. The Director of Perkins will work with K-12 partners regarding programs of study initiatives. Program faculty will work with the Assessment Coordinator to ensure that assessment occurs, encompasses all sections of construction courses, and is on-going. The LTC Dean will work with local high schools to expand dual credit and dual enrollment opportunities. All other initiatives are completed at the time of this narrative.

Career & Technical Education

College Name:	Illinois Eastern Community Colleges Wabash Valley College
Academic Years Reviewed:	2014-2019

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Construction: Trade Technology / Construction Laborer	**D208 LABOR**		**460000**	**C207**

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.

Program Objectives What are the overarching objectives/goals of the program?	**D208 Program withdrawn effective May 1, 2020** **C207 Program withdrawn effective May 1, 2020**
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	N/A
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	N/A
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	N/A
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	N/A

CTE Program Review Analysis

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.

Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	N/A
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	N/A
Indicator 1: Need	**Response**
1.1 What is the labor market 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 labor market information sources are utilized?	N/A
1.4 How does the institution/ program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	N/A
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	N/A
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	N/A
Indicator 2: **Cost Effectiveness**	**Response**

2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)?	N/A
2.2 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
2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	N/A
2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?	N/A
2.5 Did the review of program cost result in any actions or modifications? Please explain.	N/A
Indicator 3: Quality	**Response**
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.)? How does the program compare success rates of each delivery system?	N/A

3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB[6]? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.	N/A
3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.	N/A
3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	N/A
3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	N/A
3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	N/A
3.9 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

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[6] Program of study: a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	N/A
3.11 Is this an apprenticeship program? If so, please elaborate.	N/A
3.12 If applicable, please list the licensure examination pass rate.	N/A
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	N/A
3.14 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
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?	N/A
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 are these results shared with others at the institution for continuous improvement?	N/A
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	N/A
3.20 How satisfied are students with their preparation for employment?	N/A
3.21 How is student satisfaction information collected?	N/A

3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	N/A
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	N/A
3.24 How satisfied are employers in the preparation of the program's graduates?	N/A
3.25 How is employer satisfaction information collected?	N/A
3.26 Did the review of program quality result in any actions or modifications? Please explain.	N/A

LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.

N/A

Performance and Equity

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	D208 Construction: Trade Technology C207 Construction Laborer				
CIP Code	460000				
	Year 1 (2015)	Year 2 (2016)	Year 3 (2017)	Year 4 (2018)	Year 5 (2019)
Number of Students Enrolled	7	26	18	0	0
Number of Completers	0	0	0	0	0

Other (End of Term Completion)					
How does the data support the program goals? Elaborate.	
What disaggregated data was reviewed?	
Were there gaps in the data? Please explain.	
What is the college doing to overcome any identifiable gaps?	
Are the students served in this program representative of the total student population? Please explain.	
Are the students served in this program representative of the district population? Please explain.	

Review Results	
Action	☐ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	D208 Program withdrawn effective May 1, 2020 C207 Program withdrawn effective May 1, 2020
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	
Resources Needed	
Responsibility Who is responsible for completing or implementing the modifications?	

Career & Technical Education

College Name:	Illinois Eastern Community Colleges Frontier, Lincoln Trial, Olney, Wabash
Academic Years Reviewed:	2016-2020

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Health Careers	**C196 HLTH**	**16**	**510000**	

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.

Program Objectives What are the overarching objectives/goals of the program?	The mission of the Health Careers Certificate Program is to provide students with a quality education that will prepare individuals for employment within the healthcare field. The Health Careers Certificate program provides training to improve the lives of our students and to strengthen our healthcare community. This program is a dual credit program with area high schools. The goal is to generate interest in students who wish to pursue a health career after high school graduation. The certificate is designed to provide students with real-life experiences to develop competencies for continued education in healthcare fields, as well as entry level employees who excel in nursing. Specific positions may include nursing assistants and orderlies. 1. Students will identify health careers. 2. Students will demonstrate appropriate personal and social skills within a hospital setting. 3. Students will demonstrate appropriate professional appearance and behavior. 4. Students will demonstrate verbal and written communications skills 5. Student will solve problems by utilizing critical thinking skills. 6. Students will discuss healthcare history, medical events, and issues. 7. Students will list various medical stages, such as wellness, common illnesses, life stages, microorganisms. 8. Students will list medical terminology. 9. Students will demonstrate CPR and first aid techniques. 10. Students will demonstrate workplace skills, such as interpersonal relationships, team building, and clinical performance.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	Students are evaluated via unit exams and quizzes in individual courses. These methods of evaluation are tied to program outcomes.

Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	Student enrollment is crucial to the certificate program's success, so an increased awareness of the program is essential for sustainability. *This continues to be essential for sustainability for the program. Enrollment has been steady throughout the reporting period.* Since the program is offered as dual credit, the students do not pay any tuition or fees. Textbooks have been provided by Frontier when needed. The only cost to students so far has been the scrubs for the Flora class. Both Flora and Fairfield Hospitals provide instructors for lecture classes. The only cost to the district is when additional clinical instructors are needed. This occurs when there are more than 8 students at a clinical site. *Note: textbooks are no longer provided. Students require a textbook for the Health Career Program and one for the BNATP program. Cost of textbooks is approximately $120. Students must also purchase scrubs and a stethoscope. Cost of these supplies is approximately $50. The only cost to the district is for instructors for a class larger than 8 or for a class that cannot be held at the high school.*
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	Theresa Marcotte, DNP, MSN, RN, Associate Dean of Nursing and Allied Health – Author of Program Review Tammy Higgs, Coordinator of CNA - Contributor Eva Fatheree, District Office Administrative Assistant-Reviewer Brandon Weger, District Office, Program Director, Institutional Assessment and Effectiveness – Contributor
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	Area Healthcare Facilities – provide experiences and potential employment opportunities. Area high schools – collaboration for course development and student enrollment. IECC Deans council – coordination of program and faculty.

CTE Program Review Analysis

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.

Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	No.

Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	N/A
Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program?	Overall, the expected growth in occupations related to this certificate is 8.2% with 2,767 jobs in 2019. Median annual earning in-district is $38,700 or $18.62 per hour.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	From 2014 to 2019, the occupations related to Health Careers decreased very slightly from 2,780 jobs in 2014 to 2,767 in 2019.
1.3 What labor market information sources are utilized?	EMSI Economic Modeling, INC.
1.4 How does the institution/ program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	Students are recruited from area high schools as part of a Dual Credit agreement.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Through interaction with high school administrators based on student needs in the area.
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	The program is being reviewed for expansion and better marketing to ladder into health careers offered at IECC colleges. Currently, and with budget cuts in recent years, IECC has been working at maintaining college-based programs and providing needed maintenance and upgrades. Recently, a Title III grant for medical lab assistant was obtained to expand services at Frontier Community College. Wabash Valley College is initiating a Physical Therapy Assistant Program. Olney Central College has been updating the nursing program and improving health care technologies in both the nursing and radiography programs. The Coordinator of Allied Health position had a reduction in force in the spring of 2016 and thus overall management of Health Careers was left to individual colleges. The Deans are currently reviewing the program and how best to administer it and improve how many high schools are participating in the program and having a better handle on overall management of the program.
Indicator 2: Cost Effectiveness	**Response**

2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)?	The costs for the program come mainly from the Basic Nurse Assistant Program which is offered through all four college sites. This information has been reported on the Program Review for that certificate. All other costs of the Health Careers course are minimal since the remaining courses are part of the Dual Credit agreement and taught in the high schools by high school instructors.
2.2 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
2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	Expanding the offering to allow more students in the program will help offset any costs associated with the program.
2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?	Since the program is offered as dual credit, the students do not pay any tuition. Students require a textbook for the Health Career Program and one for the BNATP program. Cost of textbooks is approximately $120. Students must also purchase scrubs and a stethoscope. Cost of these supplies is approximately $50. The only cost to the district is for instructors for a class larger than 8 or for a class that cannot be held at the high school.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	The main action is to expand the program and make it available to more schools/students.
Indicator 3: Quality	**Response**
3.1 What are the program's strengths?	Allowing junior and senior high school students to actively engage in health career exploration and the program provides the option for a nurse aide certificate by the end of the program.
3.2 What are the identified or potential weaknesses of the program?	Potential weakness in not currently having comprehensive oversight and management of the program by Allied Health. This is being remedied.

3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?	Traditional face-to-face theory with campus labs for skills review/check-offs, and agency clinical. All components together allow for the students to use cognitive, tactile, and social skills to adapt to the role of a member of the health care team.
3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB[7]? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.	No.
3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.	No.
3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	None at this time.
3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Yes. The HLT courses and BNAT program are offered through this certificate. Participating high schools include: Fairfield Community High School, Fairfield, IL Mt. Carmel High School, Mt. Carmel, IL Richland Community High School, Olney, IL
3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	Attending various health care facilities is incorporated into the program. Students do various rotations to investigate various health care careers. These opportunities let students actually see the career in person, in action. Student are able to ask questions of professionals, get career guidance and mentorship, and many facilities will hire the students as CNAs as they progress through their schooling and into college ladder programs in health care fields. These opportunities can be improved by expanding the program to other high schools in the IECC district.

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[7] Program of study: a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

3.9 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).	No.
3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	Nurse Aide Certification may be obtained after taking the nurse assistant course and successfully completing the nurse aide certification exam.
3.11 Is this an apprenticeship program? If so, please elaborate.	No.
3.12 If applicable, please list the licensure examination pass rate.	N/A
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	Affiliation agreements are in place for hospital and clinical rotations. Students who complete the CNA component are eligible to apply to the nursing program.
3.14 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
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?	Faculty teaching the CNA portion are provided training opportunities to maintain current practice guidelines per the Illinois Department of Public Health. Any additional training will be offered as needed.
3.16 What is the status of the current technology and equipment used for this program?	The area high schools provide chrome books to students and as a registered student with IECC, the student can download Office 365 for free.
3.17 What assessment methods are used to ensure student success?	The instructors in the health careers program use checklists for skills learned in the courses. Also, written quizzes and exams are given as topics are covered. Students are also assessed on their attendance, participation in class, and performance in clinicals.
3.18 How are these results shared with others at the institution for continuous improvement?	This is an area that needs further work. Information is disseminated during Program Review and at the Deans Council.
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	None.

3.20 How satisfied are students with their preparation for employment?	The BNAT program has just started surveying students on course satisfaction and the results have met the benchmarks identified by the program. The plan is to expand the surveys into the other HLT courses.
3.21 How is student satisfaction information collected?	Via Baseline survey in Campus Labs.
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	When the program was first developed, area health care professionals and school administrators were brought on board to identify the needs of the program and help develop what would be required. There have been no changes at this time.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The program does not have an advisory committee. However, the nursing and radiography program do and have a long standing relationship with area health care providers to provide and garner information. It would be expedient to combine the CNA and Health Careers information with the Nursing Advisory Council, which meets in the fall and spring to disseminate and garner information on the Health Careers program.
3.24 How satisfied are employers in the preparation of the program's graduates?	There have been no adverse reports and area agencies welcome the students to survey the various health careers.
3.25 How is employer satisfaction information collected?	Anecdotally. This is an area that can be improved with adding the Health Careers component to the nursing advisory committee meetings.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	Yes. Plans are being made to: 1. Review and update the program student handbook. 2. Incorporate health careers with the nursing advisory council. 3. Incorporate district coordination via Coordinator of Allied Health or comparable position. 4. Develop a partnership with other schools in the district to expand the offerings for health careers.

LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.

1. Funding for program coordination across the district. This will be added as additional duties to the CNA Coordinator position.
2. Qualified faculty are difficult to find. However, changes in the Illinois Department of Public Health requirements related to CNA instructors have made it easier to use current nursing faculty if a need occurs. Also, expansion of the Medical Lab Technology and Physical Therapy Assistant programs may offer additional pathways for students to pursue related to career options.

Performance and Equity

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	Health Careers				
CIP Code	511000				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	30	34	26	45	22
Number of Completers	29	33	26	45	22
Other (Please identify) % Completers	97%	97%	100%	100%	100%

How does the data support the program goals? Elaborate.	The retention rate is very good and demonstrates the program is viable and supports program objectives identified above.
What disaggregated data was reviewed?	Individual college enrollment and aggregated for the district.
Were there gaps in the data? Please explain.	No.
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.	Yes. Students from area high schools who have an interest in health careers may apply to the program.
Are the students served in this program representative of the district population? Please explain.	This is indicative of the demographic breakdown of the IECC District. **Demographic Breakdown for Program Review Period** Caucasian — 150 African-American — 2 Asian — 1 American Indian, Alaskan Native — 3 Hawaii or Pacific Islander — 1

Review Results

Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐Discontinued/Eliminated ☐Other (please specify)

Summary Rationale Please provide a brief rationale for the chosen action.	The program is sound. Updates will include Handbook updates and coordination of additional classes for other high schools in the district.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	In the fall of 2020, plans are being made to: 1. Review and update the program student handbook. 2. Incorporate health careers with the nursing advisory council. This will be an informational item at the October Nursing Advisory meeting. 3. Incorporate district coordination via Coordinator of Allied Health or comparable position. 4. Develop a partnership with other schools in the district to expand the offerings for health careers.
Resources Needed	None at this time.
Responsibility Who is responsible for completing or implementing the modifications?	The Associate Dean of Nursing and Allied Health along with the Allied Health Coordinator in coordination with the individual college Deans and faculty.

Career & Technical Education

College Name:	Illinois Eastern Community Colleges Olney Central College
Academic Years Reviewed:	2016-2020

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Associate Degree in Nursing	**D350**	**72**	**513801**	**Practical Nursing Certificate C340 PNURS**

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.

Program Objectives What are the overarching objectives/goals of the program?	**MISSION OF THE PROGRAM** The mission of the Illinois Eastern Community Colleges-Olney Central College Associate Degree Nursing Program is to provide exceptional educational opportunities for qualified persons to enter the profession of nursing. This mission is achieved by providing a quality, balanced curriculum of general education and nursing courses. **PURPOSES** 1. Prepare competent nursing graduates who meet the requirements for beginning practitioners in nursing. 2. Provide a stimulus for development of the individual and commitment to life-long learning. 3. Provide a career mobility program that recognizes and builds on prior education. 4. Develop a climate of respect for diversity of persons and ideas wherein students have opportunity to discuss social and professional issues. 5. Guide students in personal and professional development as members of the profession of nursing and citizens of the broader community. 6. Maintain a program of learning that meets the needs of the student and the community in an evolving, global health care environment. 7. Offer opportunities for students to participate in community service activities. 8. Provide a facilitative work environment that encourages expression of ideas, innovations in teaching, and development of methods that enhance student learning. 9. Provide resources needed to support the program of learning. 10. Assist students in preparing for matriculation to four-year institutions of higher education.

	EDUCATIONAL OUTCOMES Upon entry into practice, the graduate of the nursing programs will be able to: 1. Utilize the nursing process, nursing judgment, and evidence-based practice to advocate for and provide safe, effective, and innovative patient-centered care across the lifespan. 2. Demonstrate communication ability by establishing and maintaining individualized and culturally competent therapeutic relationships. 3. Develop, implement, and evaluate teaching plans to achieve quality patient outcomes. 4. Use knowledge of consumer rights and responsibilities to plan for, advocate for, and intervene on behalf of patients, while delivering cost-effective care. 5. Delegate aspects of care to nursing personnel based on education, experience, and scope of practice. 6. Collaborate with other health care providers to provide and improve patient care and outcomes. 7. Use information and technology to communicate, manage knowledge, reduce error, and support clinical decision-making. 8. Assume responsibility for continued education and professional development. 9. Demonstrate professional behavior and integrate the role of professional identity in practice. 10. Practice within the ethical and legal framework of the profession of nursing and State Nurse Practice Act.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	**Program achievement is measured through the following:** • Student feedback on end of course and end of program surveys (each item on surveys is tied to outcomes). • Employer feedback on employer surveys sent out annually on graduate competence. • Advisory Council report on graduate at Advisory Council meetings held in the fall and spring. • Annual first-time pass rate as reported for Illinois Department of Financial and Professional Regulation (IDFPR). • Retention rate pulled from Banner database and based on completion of program from Day 1 to 150% of program time. • Job Placement Rate as reported on Exit Questionnaire Prior to Graduation Survey and 6 Month Graduate Survey (sent out 6 months post-graduation). Also included is anecdotal information provided to faculty and staff by students.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	Graduate Survey Return rates are poor despite focused efforts to increase them. *Our accrediting body has stated, and this is across nursing, that any means of obtaining information regarding student employment and job performance is satisfactory. Incorporated use of anecdotal information*

from students on employment and Advisory feedback for performance issues.

Number of applicants to the program has slightly declined over the past few years. *This is a continuing trend with a shrinking demographic in this part of the state. There is a lot of movement of non-nursing employers out of the area, but this is a potential for picking up non-traditional students and efforts are being made to utilize re-training strategies to pull non-traditional students into the nursing job pathway. We continue to attend college fairs and community activities. We also continue to highlight our RN-BSN partnerships.*

Retention/Completion rates are lower than desirable, but are in line with national and state rates. *This is still an area of focus. The Program has worked with faculty-student and student-student mentoring. The Program has difficulty finding tutors and is working on a plan to formalize this process, including increasing the hourly rate. We have added an additional lab assistant for one campus and look to have two additional lab assistants for the remaining two without one to help with skills development. The Program has added three mid-fidelity simulation manikins and look to add a fourth this summer to have one for each campus lab. Training is in-process on this for faculty. New equipment was purchased for each campus lab including: 1 Lifepak 20 defibrillator; 2 Plum IV pumps; added headwall systems for OCC and LTC to bring all campus in line with that equipment.*

NCLEX-RN first-time writer pass rates need improvement. *All of the additions in "Retention/Completion" also apply here. The program moved to an iPad requirement and now does online testing to mimic NCLEX testing. The Program has provided eBook options for students to download on iPads (this feature will also read the book to them). The addition of SmartTV and Apple TV equipment in all campuses expands opportunities for active learning strategies and student engagement. Pass rates have risen as follows:*

FY	# Eligible	# Tested	# Passed	# Failed	Pass Rate
2015	88	86	75	11	87%
2016	85	87	66	21	76%
2017	90	89	73	16	82%
2018	96	95	74	22	78%*
2019	88	86	76	10	88%

Note average pass rate over the past five years is 82%

*Cohort rate was 80%. This year three first-time testers from previous years took NCLEX and the program was unaware of two of the three. All three failed. A student from 2017 tested and was offered remediation, but refused. Two other testers from 2005 and 1996 tested for the first time and failed. Neither requested help with remediation or notified the program of intent to take NCLEX.

NCLEX-PN (Practical Nurse)

The PN Certificate is an opportunity for students in the ADN Program to take two courses in the summer and be eligible to sit for the NCLEX-PN. Students are still enrolled and return to the ADN Program in the fall, but are awarded the PN Certificate after successfully completing the first year of the ADN Program and the two summer courses. The Program started tracking second time testers in 2017 and for students who retested in 2017, 2018, 2019, all were successful in passing the NCLEX-PN.

FY	# Eligible	# Tested	# Passed	# Failed	Pass Rate
2015	53	35	33	2	94%
2016	61	52	51	1	98%
2017	50	48	46	2	96%
2018	62	43	39	4	91%
2019	76	67	64	3	96%

Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	Dr. Theresa Marcotte, Associate Dean of Nursing and Allied Health All program faculty contribute to content delivery, review of surveys and outcomes, development of remediation strategies, evaluation of program outcomes. Carla Burgener, Administrative Assistant
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	Rodney Ranes, President, Olney Central College – Administrative oversight, program support and helped with financial information Andi Pampe, Assistant Dean for Student Services, Olney Central College – Student Services support and helped with areas related to Student Services (advising, records, and financial aid).

CTE Program Review Analysis

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.

Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	The Test for Essential Academic Skills (TEAS) is a requirement for program entry. Students must achieve a "proficient" score to be eligible to rank. Their individual category scores are included in the ranking formula and cover Reading, English, Mathematics, and Science. Evidence in the literature supports the TEAS as a predictor of first semester success (Manieri, De Lima, and Ghosal, 2015). The program also requires certification as a nurse aide for the program which improves retention. Work in this field prepares potential students for entering the program and reduces the amount of withdrawals due to the student not understanding the hands-on aspect of patient care. References: Manieri, E., De Lima, M., & Ghosal, N. (2015). Testing for success: A logistic regression analysis to determine which pre-admission exam best predicts success in an associate degree in nursing program. *Teaching & Learning in Nursing*, *10*(1), 25–29. https://doi-org.libproxy.siue.edu/10.1016/j.teln.2014.08.001

	IDFPR mandates certain support curricula to be a component of the Associate Degree in Nursing. These courses include: Psychology, Sociology, Human Anatomy and Physiology (I & II), Microbiology, Growth and Development (Lifespan), Speech, English Composition I & II. These courses make up 30 content hours. Nursing I, II, III, IV are 10 hours each (5 theory/10 lab) and NUR 2205 (RN Review Course) is 2 hours theory and involved an on-site Live Review. The program has utilized 72 credit hours since inception and is a Career and Technical Educational Program, preparing students for NCLEX exam success, nursing licensure and entry into nursing practice.
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	Nursing practice is a fast-paced growing profession that has become increasingly technical and requires critical thinking, clinical judgment, prioritization skills, and demonstration of knowledge, skills and attitudes for a novice practitioner. The program also requires students have a strong understanding and demonstration of Quality and Safety in Nursing Education standards which include: 1. Patient-Centered Care 2. Teamwork and Collaboration 3. Evidence-based Practice 4. Quality Improvement 5. Safety 6. Informatics Clinical judgment and QSEN standards are additional standards that have come into being over the last several years. To reduce program hours would require the program to reduce the quality of the experience for our students and may negatively impact students' ability to enter practice prepared for the rigors of the profession.
Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program?	The Bureau of Labor Statistics indicates a 12% increase in jobs for Registered Nurses between 2018 and 2028; predicting 371,500 jobs for that timeframe. Information from our local Advisory Committee, comprised of healthcare employers throughout the Illinois/Indiana region continue to hire and support program graduates. Graduate surveys returned between 6 and 12 months post-graduation indicate a 100% job placement rate for our program graduates. According to the Illinois Nursing Workforce Center 2018 RN Report, 52% of nurses are over the age of 55 and 25% of RNs stated they plan to retire within 1-5 years, leaving a huge market for RNs entering the workforce. The average age of RNs in the US is 51 years (National Council of State Boards of Nursing).

1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand continues to grow as healthcare needs expand.
1.3 What labor market information sources are utilized?	• Bureau of Labor Statistics (US/Illinois) for national and state data; • Illinois Nursing Workforce Report for state data; • National Council of State Boards of Nursing National Nursing Workforce Study for national data; IECC-OCC ADN Program Advisory Committee minutes for local data
1.4 How does the institution/ program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	The program recruits students from the thirteen counties served by the district and beyond. Since the District borders Indiana, some of our colleges see many applicants from Indiana. The program is able to accept up to 140 Level I students, but demographics demonstrate that the population in this area is shrinking, even though demand and construction of facilities and clinics has been expanding in the area. Recruitment efforts occur in high schools, career fairs, through radio, TV, print, and online advertising.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	The Program reviews curricular changes to be consistent with current practice. A Curriculum Committee reviews any changes and shares governance with faculty on final decision-making. Content experts (those who teach in specific areas) are counted on to provide information on any curricular changes being made. A Curriculum Committee Chair coordinates these efforts. Curriculum changes are documented in our Total Faculty Meeting minutes twice each semester.
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	Not at this time.
Indicator 2: **Cost Effectiveness**	**Response**

	Unit Cost is calculated by taking expenses divided by total credit hours generated.

Fiscal Year	Credit Hours	Unit Cost
FY20*	4510	$404.18
FY19	4411	$398.28
FY18	4780	$405.97
FY17	5207	$362.96
FY16	4875	$432.83
FY15	5094	$415.51

*FY20 final costs are not completed yet due to fiscal year end date of 6/30/20.

Costs associated with the program include:
- Faculty/staff compensation/benefits
- Travel
- Professional Development
- Equipment and supplies
- Technology support
- Learning spaces
- Tutoring
- Goods and Services

2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:
- What are the costs to the institution associated with this program?
- How do costs compare to other similar programs on campus?
- How is the college paying for this program and its costs (e.g. grants, etc.)?

Program costs are higher than other CTE programs due to the level of equipment and supply needs, volume of students, and faculty/staff needed to support the program. Also, nursing has a cap on students in a section due to state legal requirements for number of students per lab group (ten). This is historically true in past Program Reviews. Nursing is an expensive, yet necessary program, supplying a nursing workforce to our communities of interest.

Program budget is developed annually and approved by the Board of Trustees. Revenue is derived from tuition, fees, and state reimbursements. Grant funds (Perkins) have been used to focus on teaching/learning and student-centric strategies. These include professional development (in addition to current budget line item) and instructional equipment and student needs. Administration has been supportive of the program and has provided requested budgeted items each year. Support for non-budgeted items has also been provided, as needed. Example: In the fall of 2018, a Technology Initiative was implemented for Nursing and Allied Health. The colleges' IT departments supported the updates needed and provided resources on each college site to meet program needs. These costs were absorbed by the colleges to benefit the program located on each campus site.

Close to $120,000 in grants have been obtained since 2018 for the following program needs:
- 2018: Walmart Grant ($2,000) – Purchased 4 iPads for faculty

	• 2018: Heath Family Foundation Grant ($7,500) – Purchased 15 iPads for faculty • 2018: IBHE Nursing School Improvement Grant ($37,400) providing two 75" HDTVs and accompanying equipment on each site (total eight) for use with faculty and student iPads in expanding learning opportunities in the classroom. Also purchased 4 defibrillators and four IV pumps for each college nursing campus lab for use in simulation exercises to improve classroom teaching and technology capabilities. • 2020: IBHE Nursing School Improvement Grant ($70,000) providing three Laerdal Nursing Anne mid-fidelity manikins for Lincoln Trail College, Olney Central College, and Wabash Valley College. A fourth manikin is planned for purchase by the program in July for Frontier Community College maintaining program equity. The grant also allowed for a training collaboration with Southern Illinois University, Edwardsville for simulation development in the classroom and simulation lab to facilitate faculty knowledge and use of the simulators. It should be noted that the program provided funding to support the purchase of ancillary equipment for the 2018 IBHE grant of about $3,000 as well as IT and O&M support for installation of equipment. The program also was able to purchase part of the third manikin in the 2020 IBHE grant of about $12,000.
2.2 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
2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	Improving communication through online options via Zoom – several committee meetings switched to an online format in fall 2019 related to opportunity to use iPads for faculty to communicate. This is a cost savings for mileage costs. Several Department Head monthly meetings also moved to a Zoom format. The district has had several retirements in the last several years that have reduced the costs of faculty pay due to newer faculty hired by the district. This cost savings was split between cost savings increasing continuing education opportunities for faculty.

2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?	The following table identifies tuition rates for the District and Allied Health. Note Allied Health uses a variable rate tuition.

<table>
<tr><td>School Year</td><td>IECC General Tuition</td><td>Allied Health Variable Rate Tuition*</td></tr>
<tr><td>2019-2020</td><td>$92.00</td><td>$147.00</td></tr>
<tr><td>2018-2019</td><td>$92.00</td><td>$147.00</td></tr>
<tr><td>2017-2018</td><td>$88.00</td><td>$140.00</td></tr>
<tr><td>2016-2017</td><td>$83.00</td><td>$140.00</td></tr>
<tr><td>2015-2016</td><td>$83.00</td><td>$124.50</td></tr>
</table>

Even with the variable rate tuition, the program remains one of the lower cost programs in the state. Each college site has nursing specific scholarships and students may also submit for a general scholarship available at their college site. State programs to support students who are transitioning to new careers, are first time college students with financial needs, and other state and local programs provide students with funding opportunities. Students are also eligible for student loans (last resort and with counseling).
*Rate set by IECC Board of Trustees

2.5 Did the review of program cost result in any actions or modifications? Please explain.	When we initiated the iPad requirement, faculty looked really hard at our textbooks and opportunities to reduce the cost of the iPads in this area. We were able to offset about 80% of the iPad cost this way. Nursing has a variable rate tuition that is set by District Administration. The Program has been involved in feedback on rates and recently, the colleges responded to non-core nursing classes being charged at the regular tuition rate to provide additional opportunities for students (Pharmacology, Student Nurse Association, Nursing Math, to name a few).

Indicator 3: Quality	**Response**
3.1 What are the program's strengths?	- Full, continuing accreditation through the Accreditation Commission for Education in Nursing (ACEN) through 2024. - Continuous program improvement. - Shared curriculum, testing, and evaluation tools across the program. - Faculty are passionate about nursing and facilitating new nurses into the profession.

3.2 What are the identified or potential weaknesses of the program?	• Over 50% of the nursing instructors are new since 2016. Several retirements and a few faculty who have left for health or better employment options have come during this timeframe. Professional development needs are available but difficult to schedule, as faculty are on-boarded and adapting to the academic setting. • Shrinking demographic in southeastern Illinois has added to the decline in enrollment. • Variable rate tuition is necessary but impacts the number of students applying for the program.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?	The program is delivered face-to-face (traditional). The school of nursing is one program, administered on all four college sites within the IECC District. Success is based on Standard 6 of the ACEN Accrediting Standards for pass rate, retention, and job placement. However, due to COVID-19, the program went virtual on March 23, 2020 and delivered all content online. Virtual clinical scenarios were presented to take the place of clinical rotations. Use of Zoom and Conference (Canvas application) provided opportunities for individual student meetings and class meetings. At this time, we are unable to compare rates. More time is needed and NCLEX results would be helpful.
3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB[8]? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.	No.
3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.	N/A

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[8] Program of study: a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	In 2017, faculty voted for a technology initiative to move online testing in a secured proctored environment with iPads. The iPads also are used in the classroom for active learning strategies, utilizing Apple TV technology and two 75" smart TVs in each nursing classroom in the district. The program also recently received an IBHE Nursing School Improvement Grant to purchase three Nursing Anne manikins and is currently budgeting for a fourth manikin to ensure equity for each campus in the district. Training is being conducted by Southern Illinois University-Edwardsville simulation faculty for IECC ADN Program faculty to develop, implement, and evaluate teaching with simulators in a partnership agreement.
3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Students may take support courses through dual credit. Core nursing courses are not offered as dual credit.
3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	Clinical rotations, observation activities, spring workshop. We also partner with our agency partners to advertise extern/intern programs for students.
3.9 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).	Accreditation Commission for Education in Nursing (ACEN) Full, continuing accreditation granted in 2016 to 2024.
3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	The program offers a ladder program for students to take a summer exit course and practical nurse review course to be eligible to sit for the National Council Licensure Exam (NCLEX) for Practical Nurses.
3.11 Is this an apprenticeship program? If so, please elaborate.	No. Students go to our partner agencies for clinical rotations under the supervision of a faculty member.
3.12 If applicable, please list the licensure examination pass rate.	FY19: 88%. 76 of 86 testers passed the first time. 5 of 8 passed the second time for a total of 81/86 testers or overall pass rate of 94%. This is unofficial, based on quarterly reports. Final IDFPR report will be published in March.

3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	The program articulates with the following RN-BSN programs: • Chamberlain University • Eastern Illinois University • Indiana Wesleyan University • McKendree University • Southern Illinois University, Edwardsville • University of Illinois, Chicago • University of Southern Indiana • Vincennes University Articulations are shared on the www.iecc.edu/nursing website. Note: As an accredited Program, most RN-BSN programs will accept our students who have an unencumbered RN license.
3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	A dual enrollment program with SIUE was added in 2018 to allow students to dual enroll toward a BSN in their second year of the program.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?	• An annual subscription to NurseTim™ online continuing educational webinars/activities. • Faculty have had the opportunity to attend the National League for Nursing Education annual conference and the Organization for Associate Degree Nursing annual conferences with workshops specific to nursing education and program success. • The District provides an online training portal through Innovative Educators™ for faculty.
3.16 What is the status of the current technology and equipment used for this program?	We have had a tremendous upgrade in technology for the program. The fall 2018 incoming first year students was our inaugural cohort to use iPads for testing and in the classroom. Students were given the option for physical or eBooks. Newly installed SmartTVs with AppleTVs attached were placed in the nursing classrooms (2 per classroom). This allows faculty to use WiFi to stream what they have on their iPads for students and a second screen allows students to present their work, if desired, or have a different view of the content from a second TV. The District upgraded Wi-Fi hubs in the classrooms. Each faculty member was assigned a new iPad for their use. A plan is currently being developed for iPad upgrades for the faculty. Training was provided for some faculty from each campus to participate in an iCoN Summer Institute at the University of Cincinnati on how to use the iPads in a nursing academic setting. Faculty took this training back to their campuses and shared expertise, as needed. The District is also in process of converting to Office 365 district-wide. Nursing was instrumental in piloting and pushing students to use their free Office 365 subscription through the college. The addition of mid-fidelity simulators and accompanying technology upgrade the campus labs to provide active learning simulation activities for students to prepare for practice.

3.17 What assessment methods are used to ensure student success?	• Exams and quizzes each semester with a comprehensive final exam • Skills Check-Offs each semester • Clinical Evaluations (weekly, midterm, and final) each semester • Professional Behaviors Evaluation each semester • Math Competency exams in each semester • Medication Administration test in the final semester • An "Anecdotal" form is in place for any concerns or issues that need to be addressed with the student on an "as needed" basis provides an evaluation of student performance in any area, with discussion and a remediated plan as necessary.
3.18 How are these results shared with others at the institution for continuous improvement?	• Website • Advisory Committee Meetings held once each semester • Nursing Department Head Meetings • Nursing Committee Meetings • Total Faculty Meetings • Campus Faculty Meetings • Start of term Workshops
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	• Curriculum revisions are dynamic and based on evidence-based practice. • Curriculum revision process is shared with faculty and addressed at Total Faculty meetings.
3.20 How satisfied are students with their preparation for employment?	Level of Achievement (85% rate as 3 or better on a Likert scale) is achieved each semester
3.21 How is student satisfaction information collected?	End of program surveys
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Our Advisory Council is made up of employers and the Student Advisory Council. Information is shared and feedback garnered from employers on the state of the practice. Program information is shared for feedback and input as needed. An example of requesting feedback would be on topics such as math competency quizzing, drug screens, and cannabis legislation, to name a few.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	As partners they have a direct input into the work we do. Suggestions for improvement are requested and ideas shared. We have a strong relationship with our agency partners. An area of improvement is getting more of our members to meetings and we are looking at options for Zoom Meetings and telephone conferencing to meet this need.
3.24 How satisfied are employers in the preparation of the program's graduates?	Our surveys demonstrate that our level of achievement is consistently met.

3.25 How is employer satisfaction information collected?	Through employer surveys and via our Advisory Committee meetings.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	The program reviews outcomes each semester and annually through faculty and students' surveys, review of Mountain Measurement's NCLEX Reports, and through our accreditation standards and benchmarks. The program is involved in continuous improvement to meet the program outcomes and address concerns students, faculty, or staff may have.

LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.
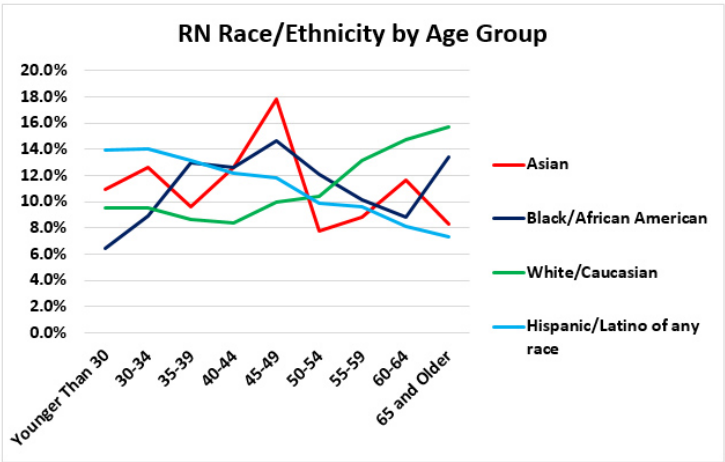
• Declining demographic reducing the number of applicants for ranking into the program.
• Declining funding due to COVID-19.
• Social distancing policies impacting ability to enter healthcare facilities for clinical rotations.
• Aging facilities. The facilities are well kept but very dated.

Performance and Equity

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	Associate Degree in Nursing D350 Practical Nursing Certificate C340				
CIP Code	513801/513901				
	Year 1 FY15	Year 2 FY16	Year 3 FY17	Year 4 FY18	Year 5 FY19
Number of Students Enrolled	132	127	147	125	133
Number of Completers	72	78	84	71	TBD
Other (Completion %)	55%	61%	57%	57%	TBD

How does the data support the program goals? Elaborate.	The program benchmark for completion at 150% of the program (3 years) is 50%. The program has been between 50% and 60% throughout the program review cycle and has met our benchmark. Work continues to be made on retention and plans for improvement have been initiated. Plans include mentoring, utilizing online modalities to improve content application and test taking skills, and updating strategies for success in nursing course. Most attrition is not related to the program per se, but more towards personal issues such as finances, health, and other personal concerns.
What disaggregated data was reviewed?	Yes. The program tracks data from each college site and the program as a whole. Data is reported in the Program Assessment Plan and is available in the shared folder.
Were there gaps in the data? Please explain.	Gender disparity continues to be a major gap due to the overall demographic the Program serves. Nursing is not perceived as a "male" professional role in this area. It should be noted that the program is more in line with the national level on gender disparity in

	the field of nursing. Also, it is difficult to find male nursing faculty to fill spots to promote diversity in faculty. We have had one male nursing faculty applicant over the last five years, and he could not accept the position due to having to take a large pay cut – he was making more in his position than the college could pay him. Note pay is based on the Association Agreement the District has with faculty.
What is the college doing to overcome any identifiable gaps?	We attempt to recruit and market to a variety of demographics. Program Advisors attend recruiting events throughout our area and talk to men and women. We have contacted former male students to discuss strategies for how to narrow this gap.
Are the students served in this program representative of the total student population? Please explain.	Age Data: 	Age	Program (FY20)	Program (FY17)	IECC (FY17)
---	---	---	---
18-19	17%	11%	18%
20-24	34%	42%	13%
25-34	33%	27%	18%
35-39	6%	7%	8%
40-44	4%	7%	7%
45-55	5%	6%	12%
56 and up	1%	0%	13% | Age chart demonstrates that the program demographic does not follow the IECC District demographic. This may be due in part on the other demographic data presented (gender, race). There has been an increase in younger students moving into the program which does have a bearing on pass rates due to the impact of life experience on studying for the nursing career pathway. Gender Data: | Gender	Program (FY20)	Program (FY17)	IECC (FY17)
---	---	---	---
Female	94%	88%	47%
Male	6%	12%	53% | Gender equity continues to be an issue. Recruitment efforts focus on all persons interested in nursing, however, this field traditionally is predominantly female. National gender rates for nursing are approximately 91% female and 9% male (2017). Note in 2017, the program was above the national average. Recruitment strategies are discussed annually and as needed for recruitment events. Race Data: | Race	Program (FY20)	Program (FY17)	IECC (FY17)
---	---	---	---
White	96%	97%	94%
Black	2%	0%	4%
Asian	1%	1%	1%
Hispanic	1%	1%	1%	 The program tends to stay in line with the race data for the District due to predominantly white demographic in the section of the country.

Nationally, the race trend is as follows:

RN Race/Ethnicity by Age Group

- Asian
- Black/African American
- White/Caucasian
- Hispanic/Latino of any race

Sources:
- IECC Fact Book 2018
- IECC Nursing Demographic Survey FY18, FY20
  National Council of State Boards of Nursing, 2017 National Workforce Nursing Study retrieved from https://www.ncsbn.org/workforce.htm

Are the students served in this program representative of the district population? Please explain.	As far as race and age, yes. Gender disparities exist related to nursing as a predominately female oriented profession. Program rates per gender mirror national rates. The program has identified gender as an area of improvement and is looking at current processes to determine the best path forward to balance this inequity.

Review Results

Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The Program is instituting the following plans for: Improving Pass Rates for first time NCLEX takers: 1. Simulation training 2. Evaluation Improving Retention 1. Pre-Program Ranking 2. Mentoring
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The Program is instituting the following plans for: Improving Pass Rates for first time NCLEX takers: 1. Simulation training – the Program received an Illinois Board of Higher Education Nursing School Improvement Grant and purchased three Nursing Anne mid-fidelity simulators for the Lincoln Trail College, Olney Central College, and Wabash Valley College site. A fourth has been budgeted for purchase this year for Frontier Community College. Purchase includes installation and training on use by Laerdal. The grant also includes a collaborative training effort with Southern Illinois University, Edwardsville, to provide faculty training on

	incorporating simulation in the classroom setting to augment didactic learning. 2. Evaluation – the Program has been working on upgrading their shared test bank through coding and analysis of current questions. The Program is also exploring testing products to mimic the update to Next-Gen testing by the National Council of State Boards of Nursing in 2023. Improving Retention 1. Pre-Program Ranking - The Program recently updated the ranking program for students entering this fall. In the past, the program used scores from the Compass and then Accuplacer placement exams. For this entrance cycle, the Program utilized the Test for Essential Academic Skills (TEAS) for scoring in the ranking program. The TEAS exam has been shown to be a strong predictor of first semester success based on nursing research. It enabled us to use a 4th category of scoring – science, which a strong predictor of nursing school success. 2. Mentoring - We continue to explore ways to mentor and assist students in navigating the program while managing life events. Currently the Program uses a combination of faculty and student mentoring to help students who struggle with the rigor of the program. We continue to look at evidence-based practice to help with this.
Resources Needed	The District and college have been instrumental in supporting the Program by providing funding for programming, testing, and equipment/supplies.
Responsibility Who is responsible for completing or implementing the modifications?	The Associate Dean of Nursing and Allied Health, Department Heads of Nursing on each college site, all nursing faculty, and all nursing staff.

Career & Technical Education

College Name:	Illinois Eastern Community Colleges Frontier, Lincoln Trail, Olney Central, Wabash Valley
Academic Years Reviewed:	2016-2020

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Basic Nurse Assistant Training Program	**C335 BAID**	**7**	**513902**	

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.

Program Objectives What are the overarching objectives/goals of the program?	The mission of the Illinois Eastern Community Colleges Basic Nurse Assistant Training Program is to provide educational opportunities for qualified persons to become an Illinois Certified Nurse Aide through the Illinois Department of Public Health. This mission is achieved by providing quality education and clinical skill experience through a community healthcare agency. Upon completion of the program, the student will be able to: 1. Demonstrate knowledge of the basic needs of the individual throughout the life cycle. 2. Demonstrate knowledge of body structure and function. 3. Utilize knowledge of growth and development in providing care to persons of all ages. 4. Utilize knowledge of the common daily needs and basic skills in providing care to persons of all ages. 5. Employ principles of body mechanics and anatomical alignment in caring for clients. 6. Understand basic principles of nutrition and fluid balance to assist clients with nutrition and elimination needs. 7. Apply basic principles of rehabilitation nursing. 8. Demonstrate effective interpersonal skills in interactions with others. 9. Utilize knowledge of legal concerns and ethical issues in providing care. 10. Apply basic principles of patient care to any setting (home care, hospital, or long-term care). 11. Demonstrate basic knowledge of the psychological needs of the terminally ill patient and the family. 12. Demonstrate knowledge of postmortem care. 13. Utilize knowledge of dementia in effectively caring for a person with Alzheimer's disease and related disorders. 14. Demonstrate the ability to initiate basic cardiopulmonary resuscitation.
To what extent are these objectives being achieved? Please detail how achievement	The instructors in the health careers program use checklists for skills learned in the courses. Also, written quizzes and exams are given as topics are covered. Students are also

of program objectives is being measured or assessed?	assessed on their attendance, participation in class, and performance in clinicals.

Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	Areas for improvement and actions from last Program Review:
	 • Number of students that enroll in the course has declined over the past few years and this continues to be an issue. *This is impacted by declining population.* *We still are utilizing the strategies listed below.*
	   - Recruitment activities including college fairs and community activities
	   - Continue to support and promote our Secondary CNA classes offered to High School students
	   - Collaborate with our healthcare agencies who are financially supporting their employees to take the CNA course.
	   - Continue to assist students in finding financial resources to help pay for the CNA class. (Title XX, ERBA, FASFA).
	 • IECC District CNA Coordinator is working with all four college sites to assist with IDPH compliance issues and regulations. *This position experienced a reduction in force in spring 2016 due to lack of state funding and reimbursement during the state budgetary crisis. The position was moved to part-time and many duties were delegated to the individual college site. We are currently developing plans to reinstate this position as funding is available.*
	 • CNA instructors will be encouraged to attend professional development workshop offered once per year that focuses on classroom activities and curriculum changes. *Instructors had their training and travel paid for by the program. The program also paid for two instructors to attend the Train-the-Trainer course and be approved as instructors. These two faculty continue to teach in our program.*
	 • CNA instructors will now be reviewed in the clinical setting by the District Coordinator to assist each college with part-time instructor evaluations. *This has been reduced due to the reduction in hours for the coordinator position. Again, the goal is to return this position as funding allows.*
	 • Effective July 2014, the District Coordinator began collecting data from all four college sites. *This still continues.*

Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	Theresa Marcotte, DNP, MSN, RN Associate Dean of Nursing and Allied Health, Olney Central College Tammy Higgs, Coordinator Allied Health Support & Development, Olney Central College Megan Black, Director of Instructional Services, Frontier Community Colleges Janice Aikman, Instructor, Lincoln Trail College Cathy Iles, Instructor, Wabash Valley College Carla Burgener, Administrative Assistant to the Associate Dean of Nursing and Allied Health, Olney Central College
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student	Rodney Ranes, President, Olney Central College-Administrative Support Mike Conn, Dean of Instruction, Olney Central College – Administrative/CAO

Support Services, students, employers, etc.) Also describe their role or engagement in this process.	Andi Pampe, Assistant Dean of Student Services-Student Services Support Agency Directors-Clinical Support BNATP Instructors-Instructional Support

CTE Program Review Analysis	
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.	
Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	No pre-requisites for this course.
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	Certificate is one course for 7 credit hours
Indicator 1: Need	**Response**

1.1 What is the labor market demand for the program?	Employment of nursing assistants is projected to grow 9% from 2018 to 2028, faster than the average for all occupations. Employment of orderlies is projected to grow 5% from 2018 to 2028, about as fast as the average for all occupations. As the baby-boom population ages, nursing assistants and orderlies will be needed to help care for an increasing number of older patients in nursing and residential care facilities. Older people are more likely than younger people to have disorders such as dementia, or to live with chronic diseases such as heart disease and diabetes. More nursing assistants will be needed to care for patients with these conditions. Demand for nursing assistants may be constrained by the fact that many nursing homes rely on government funding. Cuts to programs such as Medicare and Medicaid may affect patients' ability to pay for nursing home care. In addition, patient preferences and shifts in federal and state funding are increasing the demand for home and community-based long-term care, which should lead to increased opportunities for nursing assistants working in home health and community rehabilitation services. About 190,700 openings for nursing assistants and 6,100 openings for orderlies are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who leave the occupations, often because of their low pay and high emotional and physical demands. Bureau of Labor Statistics (BLS), 2020

1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Employment projections data for nursing assistants and orderlies, 2018-28 These numbers have changed considerably from the previous review (5 years ago) where the expected increase was 15%.

Occupational Title	Employment, 2018	Projected Employment, 2028	Change, 2018-28	
			Percent	Numeric
Nursing assistants and orderlies	1,564,200	1,702,000	9	137,800
Nursing assistants	1,513,200	1,648,600	9	135,400
Orderlies	51,000	53,400	5	2,4

It should be noted that the Nursing program requires applicants to have a certification as a nurse aide. This increases the demand in a different sector. The local Associate Degree Nursing (ADN) program has approximately 120-140 incoming students each fall that require certification as a nurse aide for program entry.

1.3 What labor market information sources are utilized?	• Bureau of Labor Statistics at https://www.bls.gov/OOH/healthcare/nursing-assistants.htm#tab-6 • Nursing Advisory Council meetings • Community resources requesting CNAs.
1.4 How does the institution/ program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	Students are recruited in the high schools through our Health Occupations program where the CNA is an outcome. The ADN Program draws students into the BNAT program since it is a requirement for admission. In some cases, community facilities request CNAs and have asked to have a training session developed so they can expand their workforce.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Needs are based on the factors outlined in section 1.4. High school students desiring to obtain certification are allowed to do so (if they are 16 or older) through our program. The Nursing Program Advisors notify their local instructors of students who need the program as a requirement for entering the nursing program. Community facilities may request a course for specific employees to ladder them into the Certified Nurse Aide position.
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	Not at this time. Demand for offerings has stayed constant.
Indicator 2: **Cost Effectiveness**	**Response**
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)?	Average institutional cost for the Basic Nurse Assistant Training Program in FY19 was $73.65. Instructional cost for the BNAT program varies compared than some of the other CTE programs throughout the District due to the need to purchase laboratory equipment and supplies, hiring of adequately prepared faculty members, and the state-mandated faculty to student ratio in laboratory groups.

2.2 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
2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	The program does apply for some small grants. The local Area Health Education Center (AHEC) provided $3,170 in the fall of 2017 to purchase a Geriatric Sensitivity Simulator and accompanying supplies. This allowed for students to simulate a geriatric patient in preparation for the clinical setting.
2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?	Students are required to pay tuition, fees and books. The student is also responsible for fingerprinting, TB testing, uniform, CPR certification, and a gait belt. Total program costs for an in-district student is approximately $1200.00. The institution offers assistance with financial aid. Some grants are available for students to participate in, if they meet requirements. Students are able to complete the program of study in one semester. Students usually take the certification exam within four to six weeks after completion of the course. Students who have successfully completed the CNA certification exam and are on the Illinois Healthcare Worker Registry are eligible to be employed as a CNA in Illinois.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	No changes to the program are planned at this time. Costs are reviewed annually and recommendations to provide the most cost effective program available are reviewed and implemented as appropriate.

Indicator 3: Quality	Response
3.1 What are the program's strengths?	Availability of classes across the IECC District. Faculty. Program support. Ability to provide a ladder into the nursing program.
3.2 What are the identified or potential weaknesses of the program?	Finding qualified faculty. Lack of centralized coordination across the district. Difficulty in finding Train the Trainer programs to train new faculty or provide refresher training. Part-time faculty appointments only.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?	The program uses face-to-face instruction with hands on instruction for skills and check-offs. Due to the COVID-19 pandemic, the program had to have some cohorts complete some of their clinical time via simulation. The program still met the requirements of IDPH and the program objectives.

3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB[9]? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.	No
3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.	The BNATP Certificate is a ladder into healthcare, specifically nursing, a high demand field. Students that have a certification from this program are eligible to enroll in the nursing program to earn an LPN and RN in succession if successful in each step of the program ladder. From the RN, the student is eligible to move to a RN-BSN program through to a terminal degree, if desired.
3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	Program utilizes the online certification exam. The classrooms have improved technology to support active learning strategies.
3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Yes, the course is part of the Health Occupations Program and is offered each semester at local high schools. High school students, age 16 and older, are eligible to take the class and sit for the registry exam.
3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	Students complete clinical rotations in the agency setting, providing direct patient care in the environment they would be working in. Various opportunities for care are available in skilled nursing care facilities.

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[9] Program of study: a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

3.9 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).	No. IDPH approval is required and the program is an approved provider.
3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	Certification as a nurse aide through IDPH.
3.11 Is this an apprenticeship program? If so, please elaborate.	No.

	FCC		LTC		OCC		WVC		IECC	
	Testers	Passers	Testers	Passers	Testers	Passers	Testers	Passers	Testers	Passers
2015	69	62	15	15	37	37	18	16	139	130
2016	24	24	13	13	27	27	3	3	67	67
2017	69	68	26	25	35	35	35	34	165	162
2018	51	48	19	18	46	45	31	30	147	141
2019	51	48	14	14	38	34	31	29	52	48
Total	264	250	87	85	183	178	118	112	570	548
Pass %	FCC	95%	LTC	98%	OCC	97%	WVC	95%	IECC	96%

3.12 If applicable, please list the licensure examination pass rate. (table above)

3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	Students are eligible for the Illinois Eastern Community Colleges Olney Central College Associate Degree Nursing Program with their state certification.
3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	No.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?	Faculty are provided training to renew their certification, as needed, and is paid for by the program.
3.16 What is the status of the current technology and equipment used for this program?	The program has required equipment necessary for specific competencies required by IDPH. In 2017, OCC received an AHEC grant which provided a geriatric trainer and accessories to facilitate training with a geriatric population.

3.17 What assessment methods are used to ensure student success?	The program is piloting student satisfaction surveys. We also have the state reports on how students do in each cohort and what areas they do well in and which areas they do not do well in.
3.18 How are these results shared with others at the institution for continuous improvement?	We currently share that information with the faculty for continuous program improvement.
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	None at this time. The program is prescribed by IDPH, so there is very little variation in program objectives. Teaching methods vary per instructor but focus on active learning as much as possible.
3.20 How satisfied are students with their preparation for employment?	Anecdotal information and pilot surveys indicate students are happy with the program and outcomes.
3.21 How is student satisfaction information collected?	Anecdotal information and pilot surveys.
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Team effort between IDPH mandates, the program coordinator, and the Associate Dean of Nursing and Allied Health.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The program does not have an advisory committee per se – they tag onto the nursing program advisory committee where information is shared. This is an area in need of improvement.
3.24 How satisfied are employers in the preparation of the program's graduates?	Very satisfied.
3.25 How is employer satisfaction information collected?	Anecdotal. This is another area of improvement. The program is currently looking at employer surveys to pilot for this data item.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	No programmatic changes are needed at this time. The pass rate and retention rate are consistent and good. Enrollment is down, but that is not due to the program structure. The District is working on improving support of program needs and supporting faculty and recruitment processes.

LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.

Challenges:

1. Budget. In 2016, state-wide higher education budgetary constraints forced a reduction in force of the Allied Health Coordinator from a full-time position to a part-time position. Up until that time, the position coordinated the BNAT program for the District, including obtaining instructors, setting up the schedules, and coordinating with IDPH. When the position went part-time, the other campuses had to take a bigger role in setting up the program on their sites. This led to a fragmentation of reporting for the program to the District. The part-time coordinator and Associate Dean of Nursing and Allied Health will be reaching out to the campuses to ensure reporting is streamlined and collection of aggregated and disaggregated data is easier.

2. Qualified faculty. The program has historically had difficulty finding qualified faculty due to the need for a Train the Trainer course mandated by IDPH. The course is expensive and not readily available. In the past, the program has paid to have the course administered and people from all over the state enrolled due the scarcity of the offering. The offering was made into an online program, but the manual skills were still required in a face-to-face format. IDPH has recently changed the faculty requirement that stated all faculty must have the Train the Trainer course to only those with less than a BSN would need it. This is not only a cost savings; it is very important in obtaining qualified faculty to teach within the program without the cost of the training (the training is a duplication of skills these nurses already have). The District has many nurses as faculty with BSN or higher degrees that may be able to help with administering the certificate.

Performance and Equity

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	C335 BAID Certificate				
CIP Code	513902				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	188	141	218	193	188
Number of Completers	159	125	206	173	176
Other (% Completers)	85%	89%	94%	90%	94%
How does the data support the program goals? Elaborate.	Enrollment continues to decline from the previous Program Review. Numbers are just over 50% from the previous 5-year average. This is due to the decline in population, lack of available faculty, and increasing costs of education.				
What disaggregated data was reviewed?	Data from each college site was reviewed and disaggregated and aggregated were reviewed and compared.				
Were there gaps in the data? Please explain.	The data was compiled from our Banner system identifying students starting and completing the program. Smaller class sizes contribute to the high retention numbers. IDPH allows an 8:1 ratio for labs (campus and agency) for BNAT students, therefore students are able to persist and move into the field and/or prepare for entering the nursing program (BNAT certification is a requirement of the nursing program and incentivizes students to take the course).				

What is the college doing to overcome any identifiable gaps?	The Program is looking at how the Program is offered and how often. We are also looking at incentivizing the faculty position to improve the number of faculty that are available to teach the program. We are also looking at partnerships with local agencies and how we market the Program.
Are the students served in this program representative of the total student population? Please explain.	The demographics for BNATP trend closer to other allied health programs and tend to have a higher percentage of female students. The demographic closely mirrors the District demographic related to race and other determinants.
Are the students served in this program representative of the district population? Please explain.	The Program mirrors the nursing program in demographics. The students tend to be white and female. Efforts are being made to improve marketing and improve diversity.

Review Results	
Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The program works well for the District and provides students with opportunities for employment in the communities we serve and also provides a pre-requisite required by the nursing program. Retention and pass rates continue to be above benchmarks.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	1. To create a faculty pool to expand offerings for BNATP (fall 2020). 2. Improve the marketing plan for the certificate (fall 2020). 3. Plan to move this into a Perkins Program of Study (in-process) 4. Have a District coordinator to help all campuses with managing schedules, liaison for IDPH, manage assessment, and coordinate faculty and student placement in facilities.
Resources Needed	Utilize the Coordinator for Allied Health to manage, monitor, and assess the program across the district.
Responsibility Who is responsible for completing or implementing the modifications?	Associate Dean of Nursing and Allied Health IECC Deans Council

Career & Technical Education

College Name:	Illinois Eastern Community Colleges Wabash Valley College
Academic Years Reviewed:	2015-2019

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Marketing Business Management	**D235**	**67**	**521803**	**Sales** **SALES C240**

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.

Program Objectives What are the overarching objectives/goals of the program?	The mission of the Marketing Business Management program is to provide exceptional education and experiential learning opportunities to encourage students to become life-long learners and improve the communities in which they live. Title: MARTK-1: Customer Satisfaction Program Outcome: Students can apply the Marketing Concept and similar theories to similar situations in the workplace. Progress: Ongoing Responsible Roles: Instructor-WVC (David Wilderman) Title: MARKT-2: Supervision and Management Program Outcome: Given the Situation Leadership Model and real world examples, the student will have the knowledge and skills to select the leadership styles most appropriate to the supervisory situation. Progress: Ongoing Responsible Roles: Instructor-WVC (David Wilderman) Title: MARKT-3 Relationship Selling Program Outcome: Given a product and a sales model, student can plan and demonstrate a customer focused sales presentation with 85% accuracy and approval of instructor. Progress: Ongoing Responsible Roles: Instructor-WVC (David Wilderman) Title: MARKT-4: Marketing Organizational Self-Audit Program Outcome: Students understand how to produce a marketing analysis of a business using strategic analysis models. Progress: Ongoing
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	**MARTK-1:** Exceeded 70.97% Number at this level:22 Met 0% Number at this level:0 Partially Met 6.45% Number at this level:2

	Not Met	22.58%	Number at this level:7

MARTK-2:

Exceeded	100%	Number at this level:21
Met	0%	Number at this level:0
Partially Met	0%	Number at this level:0
Not Met	0%	Number at this level:0

MARTK-3:

Exceeded	66.67%	Number at this level:4
Met	0%	Number at this level:0
Partially Met	33.33%	Number at this level:2
Not Met	0%	Number at this level:0

MARTK-4:

Exceeded	51.85%	Number at this level:14
Met	18.52%	Number at this level:5
Partially Met	29.63%	Number at this level:8
Not Met	0%	Number at this level:0

Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	Some areas of needed improvement include additional collaboration among CTE faculty to improve teaching methods for all levels of students. Faculty have teamed up for cross-discipline clubs across campus to expand collaboration and opportunities for students.
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	Dave Wilderman, MBM Lead Instructor Robert Conn, Dean of Instruction Brandon Weger, Director of Assessment
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	Steve Patberg, Assistant Dean of Student Services Eric Scheller, Instructor and Curriculum Committee Drew McMurray, Instructor and Curriculum Committee Rich Poskin, Instructor and Curriculum Committee Jill Winter, Instructor and Curriculum Committee The curriculum committee reviews changes to programs and courses and serves as subject matter experts in their respective roles from various disciplines.

CTE Program Review Analysis

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.

	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.
Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	1. Three years (units) of English emphasizing writing, oral communication, and literature 2. Two years (units) of mathematics 3. Reading, including the ability to read and comprehend at a level appropriate for college study 4. One year (unit) of science. 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. Multiple measures for placement includes analysis of: 1. Nationally standardized test scores such as ACT, SAT, ACCUPLACER, ASSET, COMPASS, PARCC, etc. 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 If 1 and 2 are not available or do not meet the course placement requirements, additional placement testing may be required.
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The Marketing Business Management internship opportunities expands the curriculum beyond 60 credit hours. It is essential for students to have on-the-job experience for those who directly enter the workforce.

Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program?	There is strong demand for sales 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 Marketing Business Management and we are exploring, expanding and accelerating our credential offerings. Nationwide employment of sales professionals is projected to decline 2 percent from 2018 to 2028. State and local growth projects are strong with an 8% increase forecast. 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.

1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Although online sales are expected to continue to increase, brick-and-mortar retail stores are also expected to increase their emphasis on customer service as a way to compete with online sellers. In addition, cost pressure may drive retailers to ask their in-store staff to do more. This means they may want workers who can perform a broad range of job duties that include helping customers find items, operating a cash register, and restocking shelves. Because retail sales workers provide this versatile range of services, they will still be needed in retail stores.
1.3 What labor market information sources are utilized?	Office of Occupational Statistics and Employment Projections.
1.4 How does the institution/ program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	Students are recruited from high schools, career fairs, employers, Chamber of Commerce networking, CEO programs and through social media sharing from current students. The lead instructor, college recruiter, and district recruiter schedule high school visits to promote the program. The instructors also work with the marketing teams at the college to promote current events in the program through press releases and newsletters. Program events include co-curricular learning events and trips. The college recruits from district high schools as well as through athletics programs.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Changes are initiated by the lead instructor and presented to the dean of instruction for consideration. The dean reviews the changes with the curriculum committee and other administrators for implementation.
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	Yes, minor modifications to recruitment, offerings, and internships to improve the program. Expansion of industry partnership are sought on a continuous basis through industry and chamber associations. In addition, advisory council members from industry keep in touch with students and faculty throughout the year.
Indicator 2: Cost Effectiveness	**Response**
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: - What are the costs to the institution associated with this program? - How do costs compare to other similar programs on campus? - How is the college paying for this program and its costs (e.g. grants, etc.)?	Marketing Business Management costs include faculty salaries and benefits. The district employs one full-time instructor in Marketing Business Management, located at Wabash Valley College. Adjunct instructors teach the remaining sections. Marketing Business Management operates at $95.25 per credit hour, substantially less than other business and service programs ($211.76). The district covers the cost of this program through tuition and fees, apportionment and equalization, and property taxes.

2.2 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
2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	The college's efficiency model examines course offerings and seat capacity to determine an ideal student-faculty ratio. Moving low-enrolled courses to an alternating year model allows for cost-reductions.
2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?	Combined tuition and fees costs the students approximately $8,160. Textbook costs depends on market conditions and range from approximately $2,000 to as little as $800 if purchasing used or renting. IECC Financial Aid Offices administer the Institutional, Illinois State, and Federal financial assistance programs for students and veterans in accordance to the required regulations for each program.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	Some efficiencies are possible with careful articulation. The program operates efficiently compared to other IECC programs.
Indicator 3: Quality	**Response**
3.1 What are the program's strengths?	Program strengths include the opportunity for students to receive co-curricular experiences coupled with high-impact business offerings. 1. Business community recognition of students. 2. Business community acceptance of students. 3. Instructor interaction with business communities in Illinois, Indiana and Tennessee. 4. Success of students in employment during and after attending classes. 5. Mastery of marketing skills. 6. Mastery of selling skills. 7. Mastery of soft skills. 8. Professional networking opportunities and involvement.
3.2 What are the identified or potential weaknesses of the program?	Marketing Business Management instructors report the need for additional funding for recruitment and technology in the classroom. 1. Low enrollment during low unemployment. 2. Changing technology. 3. Rapid technology advancement.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?	The district offers Marketing Business Management in traditional and hybrid formats. These options give Marketing Business Management students flexibility in creating schedules to work with other classes, careers, and family responsibilities. Primary delivery method of all skills and learning are through developing teaming techniques. Success rates are compared year to year through assessment. Employers evaluate students in internship opportunities.

3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB[10]? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.	No. Marketing Business Management fits into the Professional Sales Career Pathway of the Marketing Career Cluster of the Business, Marketing, and Computer Education CTE Area of the Illinois Career Clusters, Pathways, and Programs of Study Guide.
3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.	No. The college is in the process of aligning practices to meet the A-G criteria. The program meets each criteria except the F: Partnerships for Secondary School Diploma. We are currently making those connections.
3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	Instructors incorporated varied teaching pedagogies into the Marketing Business Management curriculum, including short lectures, audio-video technologies, and collaborative learning methods.
3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Currently, there are no dual credit opportunities for the Marketing Business Management program. The college does offer dual enrollment opportunities and is in the process of creating a schedule to accommodate more dual enrollment students from local high schools at Wabash Valley College.
3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	The program requires Employment Skills, a course that prepares students for the application process within the workforce. The program also requires the Marketing Business Management internship, so students receive on-the-job experience before entering the workforce or moving on to four-year institutions. In order for a higher level of learning to occur, the students' opportunity to apply learning to actual experiences allows all students to achieve a higher level of learning. Real world application of theory is always mentioned in feedback from graduates as a reason to enroll in the program.

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[10] Program of study: a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

3.9 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).	The industry does not require accreditation.
3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	Yes. The real estate component requires state testing to achieve broker licensing.
3.11 Is this an apprenticeship program? If so, please elaborate.	No.
3.12 If applicable, please list the licensure examination pass rate.	80% of those taking the broker licensing test in 2019.
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	The District established articulation agreements with Eastern Illinois University, Southern Illinois University, and University of Southern Indiana. It is exploring articulation with Indiana State University as well.
3.14 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. Partnerships and feedback are sought from many business sources including Menards, Oakland City University, Edward Jones, Rural King, First National Bank, First-Mid Illinois Bank, First Bank, Mundy Real Estate, Kiwanis Club, Wabash County Chamber of Commerce, Wabash County Merchants Committee, Borowiak's IGA, Buy-Low, Murfreesboro, and the TN Chamber of Commerce.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?	Each semester, the college offers online instructor training, on-site workshops and professional development days, and funding for instructor-initiated memberships and conference attendance. Two seminars a year offered on campus, one district-wide workshop day for professional development and one local on-campus training day for WVC. An instructor has a yearly budget allocated for professional development and all faculty have access to online professional development. Perkins offers opportunities for additional professional development funding. In addition, training seminars for real estate licensing and marketing are approved for additional professional development.
3.16 What is the status of the current technology and equipment used for this program?	Instructors of the program have identified equipment for program improvement. WVC purchased two digital displays and switching devices to update the lab equipment.
3.17 What assessment methods are used to ensure student success?	Observation, quizzes, role-play, testing, outcome assessment, 3-minute papers, internships, state testing. Course outcomes are aligned with program outcomes and rubrics are used to assess outcomes throughout.

3.18 How are these results shared with others at the institution for continuous improvement?	Faculty meet monthly to discuss assessment results and committees meet to allocate funding.
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	Minor revisions have been made to select courses to improve student success in the essential skills areas. Soft skills are often mentioned during advisory meetings as an area for improvement. In the Principles of Management, additional role-play and web-based interaction to improve learning outcomes for the program have been incorporated.
3.20 How satisfied are students with their preparation for employment?	According to the 2019 IECC Student Satisfaction Survey, Marketing Business Management 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.
3.21 How is student satisfaction information collected?	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.
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Major area employers are engaged through various avenues, but the Advisory committees play a vital role with curriculum review and industry connections. Enrollment, completion data, labor market trends, and program specific advisory councils are utilized to maintain program viability and need within the IECC District.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	Advisory committees and employers are called upon to review new curriculum, provide internship and employment opportunities and subject matter expertise in each CTE field. The program continually reaches out to the advisory council for interaction and networking with students multiple times per academic year. The interaction with the business community and advisory committee is a continual process with the program.
3.24 How satisfied are employers in the preparation of the program's graduates?	Employers express satisfaction with the preparation of graduates from the program by consistently hiring our graduates and providing internship opportunities. Each year, several area retailers send guest speakers and or subject matter experts to recruit graduates of the program.
3.25 How is employer satisfaction information collected?	Employer satisfaction is collected formally via paper and online surveys and by informal polling.
3.26 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, strategic partnerships with select employers have and will allow for improvements to student outcomes.

List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.

Barriers to program implementation include low enrollment, reduced state funding, and reduced district census/ prospective students. The combination of these factors has made recruiting students more of a challenge than in past years. The instructors have also identified some minor equipment needs to leverage technology in the classroom.

Performance and Equity

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	Marketing Business Management				
CIP Code	521803				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	24	31	40	20	16
Number of Completers	8	14	24	8	N/A
Other (Please identify) % Completers	33%	45%	60%	40%	N/A

How does the data support the program goals? Elaborate.	The data demonstrate much lower completion rates than our other academic programs. Students who do not complete are moving to the ASA transfer program or finding employment opportunities. The data also shows declining enrollment. The enrollment is on average with college enrollment decline and state averages. The college attempts to identify strategies to increase student support and increase completion rates.
What disaggregated data was reviewed?	Performance data reviewed include program completion and persistence. Demographic data include gender, disadvantaged, and race/ethnicity.
Were there gaps in the data? Please explain.	Yes, dislocated workers and adult learners with family issues have been a barrier to student success.
What is the college doing to overcome any identifiable gaps?	Additional mental health resources, improvements to the LSC, and implantation of a campus food bank have helped but financial assistance is always needed.
Are the students served in this program representative of the total student population? Please explain.	Yes, populations are in line with student demographics.
Are the students served in this program representative of the	Yes, students in the program mirror the area demographics.

district population? Please explain.	
Review Results	

Action	⊠ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ▱ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	Marketing Business Management is a strong program with outstanding students and instructors. Actions taken should focus on enrollment and marketing of the program to low-income, underserved, and minority populations within the district.

Intended Action Steps
What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.
	Actions steps from this review include:
	1. Identifying technological needs for Marketing Business Management classrooms;
	2. Implementing new technologies in Marketing Business Management classrooms;
	3. Increasing enrollment of underserved students in Marketing Business Management, possibly by working with Perkins Grants;
	4. Exploring the required credit hours for the AAS in Marketing Business Management to determine if the degree can be reduced to 60 hours from its current 67;
	5. Consider alternative delivery and/or scheduling approaches to increase enrollment:
	     a. The full-time instructor teaches on multiple campuses,
	     b. Offer distance learning between campuses, and/or, and
	     c. Offer a fully online degree;
	6. Evaluate the success rates of the 2019 and 2020 cohorts to determine whether to inactivate the AAS degree in lieu of offering a transfer program instead.
	7. Review recommendations annually until the next program review cycle (2025).

Resources Needed	Increased funding for new marketing materials and advertising would help identify new students and improve the overall health of the program.
Responsibility Who is responsible for completing or implementing the modifications?	The lead instructor, dean of instruction, and select staff implement changes to our programs.

Academic Disciplines	
College Name:	Illinois Eastern Community Colleges Frontier, Lincoln Trail, Olney, Wabash
Academic Years Reviewed:	2016-2020
Discipline Area:	Humanities/Fine Arts

Review Summary 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.	
Program Objectives What are the objectives/goals of the Discipline?	**The mission** of the humanities and fine arts discipline at IECC is to expand the student's appreciation of the diversity of human societies and cultures with questions of social significance and meaning. **The outcome for Human & Cultural Understanding (SBS):** Students will compare and contrast individual or societal behaviors, significant beliefs, experiences, events, ideas, or values that have shaped human history, culture, or societies to understand the diverse global community. (HCU) The student learning outcomes for the humanities and fine arts discipline: 1. Demonstrate higher-order thinking skills related to the Humanities and Fine Arts through projects and authentic assessments. 2. Recognize the function that the humanities and fine arts provide to communities and society. 3. Analyze the key concepts and themes in the humanities and fine arts from a cultural and historical perspective. 4. Express ideas adequately within the conventions of academic discourse, through writing, speaking, performing, and creating. The program is engaged in textual and artistic traditions of diverse cultures, including experiences in the arts, literature, philosophy, logic, religion, ethics, and linguistics. These disciplines explore the variety of human thought and its application to the past and present. Each course in the humanities and fine arts program has objectives and student learning outcomes on the master course syllabi.
To what extent are these objectives being achieved?	The goals are met. For example, 6499 students completed a course in the arts and humanities during the program review cycle. The majority of students achieved an A or B grade. Also, the arts programs routinely provide rich cultural experiences to the community through concerts, art shows, symposiums, speeches, public service, and cultural trips. 64% met for cultural self-awareness 55% met for knowledge of world view frameworks 49.5% met for verbal and non-verbal 41% achieved on attitudes

How does this Discipline contribute to other fields and the mission of the college?	The Discipline of humanities and fine arts contributes to other areas and the mission of IECC in two ways. First, transfer programs require nine (9) hours of humanities and fine arts courses and must include one course from humanities and one course from fine arts. Second, the humanities and fine arts field of study enables students to broaden and deepen their consideration of the variety of human experiences and increase the student's awareness of the diversity of human societies and cultures. The humanities and fine arts courses adhere to the IAI General Education Core requirements necessary to meet graduation requirements. CTE programs require 15 general education credit hours, and the humanities and fine arts courses can be used to help fulfill this requirement. Humanities and fine arts help teach critical thinking and problem-solving skills as well as other general education skills outlined in the General Education Outcomes. Continuation of these disciplines is recommended. Also, the art courses align with transfer to art-specific pathways at various universities.
Prior Review Update Describe any quality improvements or modifications made since the last review period.	The following improvements and modification have been made since the last review period: - increased diversity of authors for literature courses - reviewed and updated textbooks - included more multicultural literary works - instructional methods and evaluations are more comprehensive - more multi-media used in assignments and instruction - added outcome specific to cultural and ethical impact throughout works in the Discipline - updated topical outlines to better reflect course content - added music ensembles to meet students' diverse needs - increased scholarships to assist students in completing their degrees - increased the number of MAC computers that have the capability of running Creative Cloud - increased diversity of part-time faculty to better fulfill students' needs - updated curricular materials to meet ADA requirements We increased online course offerings. Decreased the course offerings overall to adjust to enrollment needs. Refocused faculty to meet qualification standards. Shifted evening community art courses from for credit to non-credit to emphasize a difference between the transfer-level classes and community ed. Purchased new equipment for the ceramic lab and the art lab. We have purchased new Mac computers and software for design students.

Review Analysis 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.	
Indicator 1: Need	**Response**

1.1 What mechanisms are in place to determine needs/changes for AA, AS, ~~AFA, and AES~~ academic programs? How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Faculty serve on the curriculum review committee and review new programs, new courses, and instructional needs. Faculty may bring curricular items to deans and/or curriculum committees. Online classes are evaluated by the district-wide online instruction committee. The Academic Deans meet regularly and discuss implications of enrollment and transfer regarding AS, AFA, and AES options. IECC previously offered an AFA degree. It was discontinued due to low enrollment and practicality. We have discussed if the AFA is needed for marketing purposes and additional options for specific pathways for transfer students. Yearly meetings of academic departments work on program review, syllabus updates, and HLC accreditation issues related to assessment and program updates. Additional mechanisms include college councils, academic affairs committee, faculty meetings at each campus, yearly evaluations of faculty, and informal discussions with lead instructors regarding curriculum and educational leadership.
1.2 How will students be informed or recruited for this Discipline?	The marketing for individual programs is campus-specific. Multiple marketing methods include radio, tv, print, social media, and on-site recruiting. Instructors and campus recruiters routinely attend career fairs and high school college fairs. Many campuses have annual college fairs in the gymnasium for local high schools. Advisors have informal conversations with advisors and faculty during orientation. Contact information and information about the Discipline is provided for some disciplines. Some faculty, particularly in music, utilize high school visits, social media, and other methods to recruit new students. Faculty also work with high schools by hosting and facilitating festivals and clinics as well as serve as judges. Faculty also perform in various venues and serve as inspiration for future students. Summer campus, such as the Youth Explorers Club, provides early exposure to the discipline for future recruitment. Alumni also serve as excellent recruiters due to the excellent continuous relationships our faculty have made with students and alumni over the years.
1.3 What, if any, new Academic Transfer degrees/major options have been added/deleted to the college's offerings during the last review period? What determined this action?	There are no new programs or changes since the last program review. IECC is looking at the AFA degree as an additional possibility. No decision has been made regarding adding the AFA. We would like to develop concentrations/majors within specific fields.

	164 fine arts and humanities courses at IECC. 6499 total completers in classes during the review cycle. Transfer level and IAI approved courses have the most significant enrollment. The largest enrollment at the course level during this program review was ART 1141 with 1072 completers, MUS 1101 with 1029 completers, PHI 2111 with 899 completers, PHI 2101 with 1876 completers, and ART 2101 with 699 completers. We are also seeing increasing enrollments in our ensembles as we are trying to increase our interest in the arts throughout the district.
Indicator 2: Cost Effectiveness	**Response**
2.1 What are the costs associated with this Discipline? (How does the operational cost of this Discipline compare to that of other baccalaureate/transfer disciplines and all programs offered by the college overall? What are the primary costs associated with this Discipline? How many full- and part-time faculty are maintained for this Discipline?)	Full-time instructor cost: $400,731 Part-time instructor cost: $53,375 Material cost: $22,364 Instruction cost is the primary cost associated with this Discipline. Five full-time faculty and Twelve part-time faculty are maintained for this Discipline. The total cost of the humanities and fine arts courses for IECC was $476,479 for the 2019 fiscal year.
2.2 What steps can be taken to offer curricula more cost-effectively?	IECC is in the process of shifting the curriculum to consolidate offerings and utilize faculty in strategic offerings across all campuses.
2.3 Is there a need for additional resources?	One expanding need is the higher cost of software and computers related to fine arts. Macintosh computers are often more expensive than PC comparable, and the Adobe CC system price increases beyond budgetary allocations of the individual colleges.
Indicator 3: Quality	**Response**
3.1 Are there any alternative delivery methods of this Discipline? (e.g. online, flexible-scheduling, accelerated, team teaching, etc.)?	The humanities and fine arts have transitioned many courses to fully online options, including drawing, photography, art history, music appreciation, and design. Many hybrid/blended learning options are available to students as well. Team teaching happens in many music sections and ceramic courses. Various Summer 8-week courses are available in art appreciation, art history, drawing, ceramics, and music appreciation courses.
3.2 If the college delivers a course in more than one method, does the college compare success rates of each delivery method? If so, how?	Yes, we analyze student success rates with online vs. hybrid vs. face-to-face. Comparisons between success rates are examined during program review and yearly by faculty members.

3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?	Full-time faculty are evaluated every other year for tenured and annually for non-tenured. Part-time faculty are evaluated once every three years. Dual credit faculty are evaluated on the same schedule as other part-time faculty. All full-time and adjunct instructors are evaluated by the Dean of Instruction. Performance evaluations are on file in the Dean of Instruction's office and the Human Resources Department.
3.4 What professional development is offered for full- and/or part-time faculty in this Discipline?	The district provides annual professional development workshops. Additionally, faculty may attend yearly professional development conferences through department funding and leave allocations. Various free online professional development is offered throughout the year on crucial training for instructors and staff.
3.5 How many faculty have been actively involved in IAI panel review for courses in this Discipline over the last review period?	One faculty has served on an IAI panel for humanities and fine arts.
3.6 How does the Discipline identify and support "at-risk" students?	The college utilizes progress reports and retention coordinators to identify and assess at-risk students. The college regularly contacts students who do not show up to class and who are at risk of a midterm drop or falling below academic performance standards. Other resources include: • Trio program • Early alert • Learning skills – disability services (self-identify) • Instructor awareness • Retention coordinators meet with progress report students • Tutoring
3.7 To what extent is the Discipline integrated with other instructional programs and services?	The Discipline integrates with CTE programs as elective options and requirements. Faculty work with library and academic success centers for orientation and instruction as well as research assistance. The theater has a strong relationship with education. The Foundation gives generous funds to performing arts to supplement instructional costs. APA and MLA formats are taught in humanities courses to assist with Nursing, sport management, and education needs.
3.8 What does the discipline or department review when developing or modifying the curriculum?	Course requests from students and advisors, assessment information (particularly course level assessment), expand course offerings based on students' interests and needs. New instructors' strengths also influence course offerings. Academic trends. Increasing focus on equity in the curriculum led to an increased focus on multi-culturalism and issues of access in the curriculum.
3.9 When a course has low retention and/or success rates, what is the process to address these issues?	A retention coordinator attempts to contact students at midterm. Instructors are encouraged to mediate any student issues; administration monitor and intercede in more challenging situations. Progress reports, tutoring, online attendance, online attendance reporting aid in this process.

3.10 How does the college determine student success in this Discipline?	Multiple measures are used for determination. Graduation rates, student satisfaction surveys, teacher input, retention rates, enrollment, and community feedback are all factored into success determinations. Each semester, faculty submit student learning outcome achievement through the Campus Labs database. Annually, those results are evaluated, and a report is created to identify improvements for the subsequent year. Student persistence and completion is monitored on an on-going basis.
3.11 Did the review of quality result in any actions or modifications? Please explain.	Some areas of needed improvement include additional collaboration among humanities and fine arts faculty to improve teaching methods for all levels of students. As with most programs, the need to replace and purchase new instructional equipment exists, and additional funding is necessary for these improvements and other resources. Overall instructional quality in humanities and fine arts is excellent, and students can meet and exceed course objectives. Master course syllabi are consistently reviewed and updated. Additional sections of humanities and fine arts courses have been added as needed. Assessment data is being collected and used regularly by faculty. Faculty maintain expertise through conferences, additional graduate course work, networking, and peer collaboration.

List any barriers encountered while implementing the Discipline.
The barriers the program faces such as reduced state and local funding, limited space for equipment, and competition from state universities, have had an impact on current program census. Additional resources for increasing advertising and marketing will be pursued.

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	ART 1103: Stained Glass I
Course Description	The basic techniques and fundamentals of stained glass construction, including design, patternmaking, cutting, fitting, etching, frosting, painting, silk-screening, chipping, glazing, and polishing will be studied. Lecture / Lab. Repeatable 3 times.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	31	29	25	9	7
Credit Hours Produced	96	111	78	30	21
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	100%	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU WIU	EIU, ISU WIU	EIU, ISU WIU	EIU, ISU WIU	EIU, ISU WIU 8/23/19

How does the data support the course goals? Elaborate.	Students are achieving course goals.
What disaggregated data was reviewed?	Delivery method and gender were reviewed. This course is only offered in a traditional method.
Were there identifiable gaps in the data? Please explain.	Student enrollment appears to be declining because this course is taken mostly by community members and population is declining.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	There are no action steps at this time. Finding additional students is difficult when regional population is declining.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Course goals are being met.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	All f/t and p/t faculty teaching the course and college deans.

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	ART 1104: Stained Glass II
Course Description	This course is a continuation of ART 1103. The techniques and fundamentals of stained glass construction will be studied in greater detail. PREREQUISITE: ART 1103 Stained Glass I or consent of instructor. Lecture / Lab. Repeatable 3 times.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	31	29	25	9	7
Credit Hours Produced	96	111	78	30	21
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	100%	100%	89%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU WIU	EIU, ISU WIU	EIU, ISU WIU	EIU, ISU WIU	EIU, ISU WIU 8/23/19

How does the data support the course goals? Elaborate.	Students are achieving course goals.
What disaggregated data was reviewed?	Delivery method and gender were reviewed. This course is only offered in a traditional method.
Were there identifiable gaps in the data? Please explain.	Student enrollment appears to be declining because this course is taken mostly by community members and population is declining.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	There are no action steps at this time. Finding additional students is difficult when regional population is declining.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Course goals are being met.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	All f/t and p/t faculty teaching the course and college deans.

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	ART 1105: Art Introduction
Course Description	Art Introduction is a broad survey of art materials and methods. Students explore possibilities and problems of working in the studio to create objects and concepts in art. This course provides hands-on experience through projects and material manipulation. Lecture places the materials and methods within the context of art history. Lecture.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	36	28	31	9	6
Credit Hours Produced	108	84	93	27	18
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	97%	100%	97%	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU WIU	EIU, ISU WIU	EIU, ISU WIU	EIU, ISU WIU	EIU, ISU WIU 8/23/19

How does the data support the course goals? Elaborate.	Students are achieving course goals, as demonstrated by the success rate.
What disaggregated data was reviewed?	Delivery method and gender were reviewed. This course is only offered in a traditional method.
Were there identifiable gaps in the data? Please explain.	Student enrollment appears to be declining because this course is taken mostly by community members and population is declining.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	There are no action steps at this time. Finding additional students is difficult when regional population is declining.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Course goals are being met.
Resources Needed	More full-time fine arts faculty and less overload hours.
Responsibility Who is responsible for completing or implementing the modifications?	All f/t and p/t faculty teaching the course and college deans.

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	ART 1112: Craft I
Course Description	This course will provide a better understanding of the philosophy of traditional and contemporary crafts within the context of American art history. Material manipulation, personal creativity and originality will be emphasized. The contemporary DIY (Do It Yourself) movement in popular culture will also be explored through YouTube lessons and exploration of DIY projects. Lecture / Lab. Variable. Repeatable 3 times.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	0	0	0	35
Credit Hours Produced	0	0	0	0	55
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	0	0	0	0	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU UIUC WIU	EIU, ISU UIUC WIU	EIU, ISU UIUC WIU	EIU, ISU UIUC WIU	EIU, ISU UIUC WIU 8/23/19

How does the data support the course goals? Elaborate.	Students are achieving course goals, as demonstrated by the success rate for Year 5.
What disaggregated data was reviewed?	Delivery method and gender were reviewed. This course is only offered in a traditional method.
Were there identifiable gaps in the data? Please explain.	No identifiable gaps in data, for the one year of data.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	There are no additional action steps at this time. There is only one year of data available.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Students are achieving course goals.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	All f/t and p/t faculty teaching the course and college deans.

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts

Course Title	ART 1113: Introduction to Drawing

Course Description	This course is a foundational study for two-dimensional media. Instruction includes basic drawing techniques, media use, and concepts. The course is designed to provide a survey of drawing methods and materials and to broaden the student's appreciation and skills in drawing. Lab. Repeatable 3 times.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	32	28	9	15	29
Credit Hours Produced	96	84	27	45	87
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	93%	80%	100%	100%	91%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU WIU	EIU, ISU WIU	EIU, ISU WIU UIUC 9/30/17	EIU, ISU WIU UIUC	EIU, ISU WIU UIUC 8/23/19

How does the data support the course goals? Elaborate.	Overall, students are meeting course expectations, as measured by the success rate.
What disaggregated data was reviewed?	Delivery method and gender were reviewed. This course is offered both traditionally and online. Students do better in a traditional course. The DFWI rate for traditional classes is 8.14%, whereas for online classes it is 16.67%. Men also have a higher DWFI at 12.9%, whereas the rate for females is 7.46%.
Were there identifiable gaps in the data? Please explain.	There seems to be a drop in the success rate during year two – this might be the first year the online drawing course was offered.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Content of online drawing class should be reviewed.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Overall, students are meeting course expectations.
Resources Needed	More full-time fine arts faculty and less overload hours. At least one faculty member who specializes in 2D art, and one faculty member who specializes in 3D art.
Responsibility Who is responsible for completing or implementing the modifications?	All f/t and p/t faculty teaching the course and college deans.

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	ART 1114: Design I
Course Description	Design I is a foundational study of problems in organizing two-dimensional space. Students will work with a variety of materials including traditional and digital media to create original designs. Students will learn Adobe design software Illustrator and Photoshop. Students will explore color theory and contemporary modes of design. Lab. Repeatable 3 times.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	18	11	6	10	13
Credit Hours Produced	54	33	18	30	39
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	100%	100%	92%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU WIU UIUC	EIU, ISU WIU UIUC	EIU, ISU WIU UIUC	EIU, ISU WIU UIUC	EIU, ISU WIU UIUC 8/23/19

How does the data support the course goals? Elaborate.	Overall, students are meeting course expectations, as indicated by the success rate.
What disaggregated data was reviewed?	Delivery method and gender were reviewed. This course has been offered in both traditional and correspondence format.
Were there identifiable gaps in the data? Please explain.	There are no identifiable gaps in the data.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	There are no additional action steps.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Overall, students are meeting course expectations.
Resources Needed	More full-time fine arts faculty and less overload hours. At least one faculty member who specializes in 2D art, and one faculty member who specializes in 3D art.
Responsibility Who is responsible for completing or implementing the modifications?	All f/t and p/t faculty teaching the course and college deans.

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	ART 1115: Introduction to Painting
Course Description	Introduction to painting examines the personal, expressive potential of a variety of paint media. Emphasis is placed upon original composition through use of the visual elements and principles. Craftsmanship and individual approach to subject matter are also stressed. Lab. Repeatable 3 times.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	30	20	13	14	6
Credit Hours Produced	96	60	39	42	18
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	96%	93%	100%	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU WIU UIUC	EIU, ISU WIU UIUC	EIU, ISU WIU UIUC	EIU, ISU WIU UIUC	EIU, ISU WIU UIUC 8/23/19
How does the data support the course goals? Elaborate.	Students are achieving course goals, as indicated by the success rate.				
What disaggregated data was reviewed?	Delivery method and gender were reviewed. This course is only offered in a traditional method.				
Were there identifiable gaps in the data? Please explain.	Student enrollment appears to be declining because this course is comprised, in part, of community members and population is declining.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	There are no action steps at this time. Finding additional students is difficult when regional population is declining.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Overall, students are meeting course expectations.
Resources Needed	More full-time fine arts faculty and less overload hours. At least one faculty member who specializes in 2D art, and one faculty member who specializes in 3D art.
Responsibility Who is responsible for completing or implementing the modifications?	All f/t and p/t faculty teaching the course and college deans.

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	ART 1116: Introduction to Ceramics
Course Description	This course introduces basic techniques in clay. Various types of hand building and use of the potter's wheel are introduced. Firing process, glazing and decorative techniques are also introduced. Lab. Repeatable 3 times.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	22	22	16	10	15
Credit Hours Produced	66	66	48	30	45
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	100%	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU WIU UIUC	EIU, ISU WIU UIUC	EIU, ISU WIU UIUC	EIU, ISU WIU UIUC	EIU, ISU WIU UIUC 8/23/19

How does the data support the course goals? Elaborate.	Students are achieving course goals, indicated by the 100% success rate.
What disaggregated data was reviewed?	Delivery method and gender were reviewed. This course is offered in a traditional and correspondence method.
Were there identifiable gaps in the data? Please explain.	Student enrollment appears to be slightly declining because this course is taken mostly by community members and population is declining.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	There are no action steps at this time. Finding additional students is difficult when regional population is declining.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Course goals are being met.
Resources Needed	More full-time fine arts faculty and less overload hours. At least one faculty member who specializes in 2D art, and one faculty member who specializes in 3D art.
Responsibility Who is responsible for completing or implementing the modifications?	All f/t and p/t faculty teaching the course and college deans.

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts				
Course Title	ART 1117: Introduction to Photography				
Course Description	This course introduces the student to the basic techniques in digital photography. The camera, photographic composition, film development and print presentation are included in the study. Lecture / Lab. Repeatable 3 times.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	5	5	18	4	10
Credit Hours Produced	15	15	54	12	30
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	80%	100%	100%	75%	40%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU WIU	EIU, ISU WIU	EIU, ISU WIU	EIU, ISU WIU	EIU, ISU WIU 8/23/19
How does the data support the course goals? Elaborate.	In Years 1-3, students achieved learning goals. However, in Years 4-5, rates have dropped significantly. As of Year 5, students are not achieving learning goals at appropriate level.				
What disaggregated data was reviewed?	Delivery method and gender. Course offered in traditional and online format. Equal numbers of male and females over past 5 years.				
Were there identifiable gaps in the data? Please explain.	Definite gap in online vs. traditional. Traditional students by far out-achieved online students. Only 40% of online students finished with a C or better, while 94% of traditional passed with a C or better. Males performed better than females (89% vs. 82% finished with C or better).				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Online rates largely due to student effort, or lack thereof. Students wait until last minute to do all photography projects, which means their work is deficient. Traditional students, with instructor presence and reminders, do better. Perhaps look at setting deadlines in earlier stages of online projects to force students to do work at consistent rate rather than all at the end.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Review online structure to see if additional deadlines are needed to guide students.
Resources Needed	District subscription to Adobe Creative Cloud.
Responsibility Who is responsible for completing or implementing the modifications?	All FT and PT faculty, with college Deans.

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	ART 1118: Digital Art
Course Description	Introduction to digital production technologies as a medium for art and the creative process related to creating, transferring, and reproducing images in a variety of digital media. This course serves as a survey of the Adobe Creative Suite and other computer software used to create digital media. This course also covers various digital media products that are the end result of a creative marketing process including physical printings and web based media. Lecture / Lab.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	1	0	0	0
Credit Hours Produced	0	3	0	0	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	0	100	0	0	0
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU WIU May 2015	EIU, ISU WIU	EIU, ISU WIU	EIU, ISU WIU	EIU, ISU WIU 8/23/19
How does the data support the course goals? Elaborate.	Limited enrollment. Only offered in Year 2, with one student enrolled.				
What disaggregated data was reviewed?	Delivery method and gender. With only one male student, course was independent study.				
Were there identifiable gaps in the data? Please explain.	No gaps – only offered with one student.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Course was developed and offered by former full-time art faculty. When new faculty took over duties, class likely got lost in transition. Class could be explored in additional delivery formats. With trends in digital media, class should be advertised more.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Work with advisers to advertise course; market to students interested in digital platforms.
Resources Needed	None.
Responsibility Who is responsible for completing or implementing the modifications?	All F/T and P/T faculty with college deans.

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	ART 1141: Cinema Appreciation
Course Description	This course is a survey of the cinema, studying the major film movements in theatrical motion pictures from their origin to the present. The development of the cinematic art is traced technically, artistically, theoretically, culturally, and critically. All elements of the cinema medium are examined, while film form and content are investigated through students' viewing major selected feature films. Lecture / Lab.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	228	247	182	175	178
Credit Hours Produced	687	741	555	528	537
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	88%	87%	80%	78%	82%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	F2 908	F2 908	F2 908	F2 908	F2 908

How does the data support the course goals? Elaborate.	The data shows that the majority of students are meeting the course goals, with an average of 83% success rate over the five years of data.
What disaggregated data was reviewed?	Delivery method (online, hybrid, traditional) and gender (male/female).
Were there identifiable gaps in the data? Please explain.	No serious discrepancies were identified.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	There is a trend toward decreasing enrollment and success, so there could be a focus on increasing enrollment. In terms of student success, no action needs to be taken aside from continuing to collect data.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	No modifications needed aside from possibly seeking to increase enrollment on various levels
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	All P/T and F/T faculty and college deans.

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	ART 1181: Art History I
Course Description	This course explores the historical development of visual arts (painting, drawing, printmaking, sculpture, architecture, and popular visual culture) in society, focusing on major artistic styles and movements from Ancient to Medieval times. Furthermore, the class examines works of art as expressions of the ideas and beliefs of artists within their cultural and social contexts. Lecture.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	30	60	49	48	35
Credit Hours Produced	90	180	147	144	105
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	96%	90%	90%	89%	94%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	F2 901	F2 901	F2 901	F2 901	F2 901

How does the data support the course goals? Elaborate.	Students consistently achieving learning goals at high level based on success rates.
What disaggregated data was reviewed?	Delivery method and gender. Course offered in traditional, hybrid, correspondence, and online formats.
Were there identifiable gaps in the data? Please explain.	Slight differences in delivery method. Traditional students perform the best, with 96% finishing with a C or better. Hybrid is next, with 91% finishing with C or better. Fully online has poorest rate, with 87% finishing with C or better. Results show students do better when they have some amount of instructor-led learning (whether hybrid or traditional). No appreciable difference in achievement based on male or female.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Overall, course instruction is good under current methods and should continue. It would be good to review the online section(s) to ensure quality and rigor of instruction, due to DFWI rates being higher in those classes than in other class formats.
Rationale Provide a brief summary of the review findings and a	Review online section(s) to ensure quality and rigor with traditional and hybrid sections.

rationale for any future modifications.	
Resources Needed	None.
Responsibility Who is responsible for completing or implementing the modifications?	All F/T and P/T faculty with college deans.

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	ART 2101: Understanding Art
Course Description	Understanding Art is an introduction to the creation, perception, evaluation and nature of visual art. This course examines the principles and elements used in the creation of art and its major forms of presentation. Furthermore, students will explore problems in visual culture and critical theory. This course will give the student a broader appreciation of art and is designed to partially fulfill the humanities requirement. Lecture.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	163	147	129	110	99
Credit Hours Produced	495	444	387	333	297
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	94%	94%	93%	98%	92%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	F2 900	F2 900	F2 900	F2 900	F2 900

How does the data support the course goals? Elaborate.	Students consistently achieving learning goals over past 5 years.
What disaggregated data was reviewed?	Delivery method and gender. Course offered in online and traditional formats, though majority of students take class traditionally (545 students compared to 56 online). Gender leans slightly more female (367 females; 233 males).
Were there identifiable gaps in the data? Please explain.	Definite gap in delivery method. Students in traditional format did better than fully online (96% compared to 84% finishing with C or better), showing that students do better when they have one-on-one instruction available to explain concepts and ask questions. No appreciable difference in achievement between male and female.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No action steps needed at this time. Class enrollment remains high, as it's a popular Gen Ed class for students to earn fine arts credit. Current instruction is appropriate for student achievement with learning goals.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Possible review of online section(s) to see why those students are under-performing (something related to how class structured in LMS, or student engagement?).

Resources Needed	None.
Responsibility Who is responsible for completing or implementing the modifications?	All F/T and P/T faculty with college Deans.

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	ART 2105: Intermediate Drawing
Course Description	This course involves concentrated work in the reinforcement of basic drawing skills with an emphasis on perceptual and expressive development. PREREQUISITE: ART 1113 Introduction to Drawing or its equivalent prior to enrolling in this course. Lab. Repeatable 3 times.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	5	4	-	2	-
Credit Hours Produced	15	12	-	6	-
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	80%	100%	-	50%	-
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU NIU, UIUC	EIU, ISU NIU, UIUC	EIU, ISU NIU, UIUC	EIU, ISU NIU, UIUC	EIU, ISU NIU, UIUC 8/23/19
How does the data support the course goals? Elaborate.	Data inconsistent. Low enrollment for the three years of data. In Years 1-2, students achieved learning goals. However, in Year 3, only half of students (1 out of 2) achieved learning goals.				
What disaggregated data was reviewed?	Delivery method and gender. Course only offered in traditional format. Equal numbers of male and female.				
Were there identifiable gaps in the data? Please explain.	No gaps in delivery method. However, in gender, all males finished with a C or better, while 67% of females finished with a C or better.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No definite action steps. Course is inconsistent when it is offered, due to low enrollment and declining students taking advanced Art courses (perhaps reflecting they are interested in digital media more than traditional forms).
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	No modifications needed at this time.
Resources Needed	Have separate faculty for 2-D and 3-D art.
Responsibility Who is responsible for completing or implementing the modifications?	All FT and PT faculty, with college Deans.

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	ART 2112: Design II
Course Description	This course examines visual elements and design principles as they apply to three-dimensional art. Discussion and studio assignments relating to various materials and purposes for design are the primary content of the course. Students will work with the 3D printer and modeling software to develop new forms. Lab. Repeatable 3 times.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	3	-	-	-	-
Credit Hours Produced	9	-	-	-	-
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%				
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU NIU, UIUC	EIU, ISU NIU, UIUC	EIU, ISU NIU, UIUC	EIU, ISU NIU, UIUC	EIU, ISU NIU, UIUC 8/23/19

How does the data support the course goals? Elaborate.	Enrollment only in Year 1, though that year students did meet learning goals.
What disaggregated data was reviewed?	Delivery method and gender. Class only offered traditional format, and only males took class in Year 1.
Were there identifiable gaps in the data? Please explain.	There were no gaps.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No action steps needed. Class hasn't been offered in last four years. Consider removing from curriculum to reflect current needs and trends in Art careers.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	No modifications needed at this time.
Resources Needed	At least one faculty member who specializes in 2D art, and one faculty member who specializes in 3D art.
Responsibility Who is responsible for completing or implementing the modifications?	All F/T and P/T faculty with college deans.

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts				
Course Title	ART 2113: Intermediate Painting				
Course Description	This course involves concentrated work in the reinforcement of painting skills with emphasis on perceptual and expressive development. PREREQUISITE: Students should complete ART 1115 Introduction to Painting or its equivalent prior to enrolling. Lab. Repeatable 3 times.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	11	11	2	2	4
Credit Hours Produced	45	33	6	6	12
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	100%	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU NIU, UIUC	EIU, ISU NIU, UIUC	EIU, ISU NIU, UIUC	EIU, ISU NIU, UIUC	EIU, ISU NIU, UIUC 8/23/19
How does the data support the course goals? Elaborate.	Students consistently achieving learning goals, though enrollment has dropped.				
What disaggregated data was reviewed?	Delivery method and gender. Course only offered in traditional format.				
Were there identifiable gaps in the data? Please explain.	No gaps in delivery – only offered traditional. Much larger group of females than males (17 females; 3 males).				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No action steps at this time. Enrollment has dropped, but this is partly due to fewer community members enrolling. Also, with advances in digital media, many students prefer those avenues rather than more traditional art-forms.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	No modifications needed at this time.
Resources Needed	At least one faculty member who specializes in 2D art, and one faculty member who specializes in 3D art.
Responsibility Who is responsible for completing or implementing the modifications?	All F/T and P/T faculty with college Deans.

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	ART 2114: Introduction to Sculpture
Course Description	This course is for the beginning student and will examine concepts in three-dimensional form. The three major process areas of sculpture are explored through a variety of media. Both traditional and contemporary art images in sculpture are examined through various methods of presenting sculptural ideas. Lab. Repeatable 3 times.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	1	4	2	-	-
Credit Hours Produced	3	18	6	-	-
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	100%	-	-
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU NIU, UIUC	EIU, ISU NIU, UIUC	EIU, ISU NIU, UIUC	EIU, ISU NIU, UIUC	EIU, ISU NIU, UIUC 8/23/19

How does the data support the course goals? Elaborate.	Enrollment only in Years 1-3. However, 100% students consistently achieve learning goals, though enrollment very low. Course will be offered only as independent study.
What disaggregated data was reviewed?	Delivery method and gender. Only one year of data available.
Were there identifiable gaps in the data? Please explain.	No appreciable gaps in data presented.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No action steps at this time. Enrollment consistently low, so at best will be offered as independent study. Explore avenues to increase enrollment.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	No modifications needed at this time.
Resources Needed	At least one faculty member who specializes in 2D art, and one faculty member who specializes in 3D art.
Responsibility Who is responsible for completing or implementing the modifications?	All F/T and P/T faculty with college deans.

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	ART 2115: Intermediate Ceramics
Course Description	This course is for the beginning student and will examine concepts in three-dimensional form. The three major process areas of sculpture are explored through a variety of media. Both traditional and contemporary art images in sculpture are examined through various methods of presenting sculptural ideas. Lab. Repeatable 3 times.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	12	6	11	4	4
Credit Hours Produced	42	18	36	12	18
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	92%	83%	100%	100%	80%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU NIU, UIUC	EIU, ISU NIU, UIUC	EIU, ISU NIU, UIUC	EIU, ISU NIU, UIUC	EIU, ISU NIU, UIUC 8/23/19

How does the data support the course goals? Elaborate.	Students consistently meet learning goals, as measured by success rate.
What disaggregated data was reviewed?	Delivery method and gender. Course only offered in traditional format. Equal numbers of male and female (7 females; 9 males).
Were there identifiable gaps in the data? Please explain.	No appreciable difference among any data sets.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No action steps needed at this time. Students consistently achieving course outcomes and goals.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	No modifications needed at this time.
Resources Needed	At least one faculty member who specializes in 2D art, and one faculty member who specializes in 3D art.
Responsibility Who is responsible for completing or implementing the modifications?	All F/T and P/T faculty with college deans.

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	ART 2116: Intermediate Photography
Course Description	This course builds upon skills attained in Introduction to Photography. Composition and more advanced black and white photographic techniques in film and print development are studied. PREREQUISITE: ART 1117 Introduction to Photography or consent of instructor. Lecture / Lab. Repeatable 3 times

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	1	-	-	-	-
Credit Hours Produced	3	-	-	-	-
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	-	-	-	-
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU NIU, UIUC	EIU, ISU NIU, UIUC	EIU, ISU NIU, UIUC	EIU, ISU NIU, UIUC	EIU, ISU NIU, UIUC 8/23/19
How does the data support the course goals? Elaborate.	Limited enrollment. Student met learning goals.				
What disaggregated data was reviewed?	Delivery method and gender. Course only offered in traditional method.				
Were there identifiable gaps in the data? Please explain.	No appreciable difference. Only one student in past five years.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Review course for possible withdrawal due to low enrollment and lack of district offerings.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Class had one student enrolled in the past five years.
Resources Needed	At least one faculty member who specializes in 2D art, and one faculty member who specializes in 3D art.
Responsibility Who is responsible for completing or implementing the modifications?	All F/T and P/T faculty with college Deans.

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	ART 2118: Introduction to Printmaking
Course Description	This course is a survey of the four major processes in traditional hand-made prints. Students will produce their own plates and editions in several types of printing. Lab. Repeatable 3 times.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	1	1	-	-	2
Credit Hours Produced	3	3	-	-	6
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	-	-	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU NIU, UIUC	EIU, ISU NIU, UIUC	EIU, ISU NIU, UIUC	EIU, ISU NIU, UIUC	EIU, ISU NIU, UIUC 8/23/19
How does the data support the course goals? Elaborate.	Enrollment consistently low. Students are achieving learning goals.				
What disaggregated data was reviewed?	Delivery method and gender. Course only offered in traditional format. More males than females (3 to 1).				
Were there identifiable gaps in the data? Please explain.	No gap in delivery method, course only offered traditional format. Males and females achieve at similar rate (100% finish with C or better).				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Review course for possible withdrawal due to low enrollment and lack of district offerings.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Inconsistent, low enrollment over past five years. This format has been largely replaced by digital techniques, so this course should likely be taken out of curriculum.
Resources Needed	At least one faculty member who specializes in 2D art, and one faculty member who specializes in 3D art.
Responsibility Who is responsible for completing or implementing the modifications?	All F/T and P/T faculty with college deans.

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts				
Course Title	ART 2181: Art History II				
Course Description	A continuation of ART 1181; this course explores the historical development of visual arts (painting, drawing, printmaking, sculpture, and architecture) in Western society, focusing on major artistic styles and movements from pre-renaissance to contemporary times. Furthermore, the class examines works of art as expressions of the ideas and beliefs of artists within their cultural and social contexts. Lecture.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	11	10	23	10	8
Credit Hours Produced	33	30	69	30	24
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	91%	90%	70%	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	F2 902	F2 902	F2 902	F2 902	F2 902
How does the data support the course goals? Elaborate.	Four out of five years, students consistently achieve learning goals. Year three result dropped.				
What disaggregated data was reviewed?	Delivery method and gender. Class taught in all formats: correspondence, hybrid, online, and traditional. Majority of students in class lean female (40 females, 14 males).				
Were there identifiable gaps in the data? Please explain.	Only gap in delivery is with hybrid class – 95% of students finish with C or better; all other formats rate 100%. Females perform better than males (100% finish with C or better, compared with 93% of males).				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No action steps needed at this time. Year 3 saw a drop in achievement levels (based on DFWI rate). However, results rebounded in Years 4-5, which implies Year 3 was more of a fluke rather than a trend.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	No modifications needed at this time.
Resources Needed	At least one faculty member who specializes in 2D art, and one faculty member who specializes in 3D art.
Responsibility Who is responsible for completing or implementing the modifications?	All F/T and P/T faculty with college deans.

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	ART 2191: Non-Western Art
Course Description	A survey of the indigenous visual arts of painting, sculpture, and architecture in Africa, Asia, and the Americas. Many works of art will be examined for their social, religious, philosophical, and aesthetic content.

	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	0	0	0	0	0
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	F2 903N	F2 903N	F2 903N	F2 903N	F2 903N

How does the data support the course goals? Elaborate.	N/A
What disaggregated data was reviewed?	N/A
Were there identifiable gaps in the data? Please explain.	N/A

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Review course for withdrawal due to no enrollment and lack of district offerings.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	No enrollment over past five years.
Resources Needed	N/A
Responsibility Who is responsible for completing or implementing the modifications?	All F/T and P/T faculty with college Deans.

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts				
Course Title	ART 2198: Topics/Issues in Art				
Course Description	This class provides enhanced study on a special topic or current issue in the visual or performing arts discipline through the application of focused case studies, simulation, special projects, or problem solving procedures. Lecture. Variable. Repeatable 3 times.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	77	57	48	31	36
Credit Hours Produced	174	174.5	110	84	78
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	97.9%	96.7%	97.2%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU SIUE, WIU	EIU, ISU SIUE, WIU	EIU, ISU SIUE, WIU	EIU, ISU SIUE, WIU	EIU, ISU SIUE, WIU 8/23/19
How does the data support the course goals? Elaborate.	Students consistently achieve learning goals in special topics courses (topics vary throughout years), as measured by success rate.				
What disaggregated data was reviewed?	Delivery method and gender. Course offered as correspondence and traditional method. More females have taken courses than males (120 compared to 16).				
Were there identifiable gaps in the data? Please explain.	No gap in delivery method or gender – all students finishing with C or better.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No action steps needed. This is a special topics course, so focus varies (Watercolors, Oil Painting, etc.). This course allows instructors to offer specialty classes that might appeal to certain community members and draw people to the colleges.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	No modifications needed at this time.
Resources Needed	At least one faculty member who specializes in 2D art, and one faculty member who specializes in 3D art.
Responsibility Who is responsible for completing or implementing the modifications?	All F/T and P/T faculty with college deans.

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	DRA 1111: Introduction to Theatre
Course Description	This course is an overview of theories, methodologies and skills involved in theatre arts. Emphasis is placed upon the study of theatre as a composite art. History, directing, designing, acting, playwriting, critiquing and physical aspects of the theatre are covered. Lecture.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	97	138	94	25	27
Credit Hours Produced	291	417	282	75	84
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	89%	93%	84%	88%	81%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	F1 907	F1 907	F1 907	F1 907	F1 907

How does the data support the course goals? Elaborate.	The course goal is to investigate the theatre as both entertainment and art form as audience member and/or participant. The data suggests that the course success rate which averaged in the upper 80% supports that goal as being met.
What disaggregated data was reviewed?	Data was disaggregated by year, college, and successful/not successful.
Were there identifiable gaps in the data? Please explain.	No, there were no gaps.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	It appears there was a huge enrollment decline after LTC no longer had a full-time Drama instructor. Hiring a full-time Drama instructor at LTC may be advisable.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Hiring a full-time instructor would provide for both recruiting and stability of the program.
Resources Needed	Approval to hire qualified instructor.
Responsibility Who is responsible for completing or implementing the modifications?	Deans of Instruction

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	DRA 1121: Acting
Course Description	This course is an introduction to acting with particular focus upon the vocal, physical, and mental tools of the actor. Laboratory sessions explore voice, elementary movement training, and improvisation. Students act in public performances. Lecture / Lab. Repeatable 3 times.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	16	0	11	3	2
Credit Hours Produced	48	0	33	9	6
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	0	100%	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU 8/23/19

How does the data support the course goals? Elaborate.	The data supported the course goal, understanding and demonstrating acting theory, as successful. 100% of the participants were successful in the course.
What disaggregated data was reviewed?	Data was disaggregated by year, college, and successful/not successful.
Were there identifiable gaps in the data? Please explain.	No gaps.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Exploration of IAI major designation, as a possibility of increasing enrollment.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	More students would take this course if it was a fine arts credit and/or transferable.
Resources Needed	N/A
Responsibility Who is responsible for completing or implementing the modifications?	Deans of Instruction

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	DRA 1131: Improvisation
Course Description	A practical application of the following improvisational acting techniques: focus, spontaneity, teamwork, listening, reacting and observation. Lecture. Repeatable 3 times.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	0	0	1	0
Credit Hours Produced	0	0	0	3	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	0	0	0	100%	0
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU 8/23/19
How does the data support the course goals? Elaborate.	The course goal, develop personal improvisation style, was measured as successful for the one student enrolled.				
What disaggregated data was reviewed?	Not enough data.				
Were there identifiable gaps in the data? Please explain.	N/A				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	N/A
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	N/A
Resources Needed	Recruitment and enrollment
Responsibility Who is responsible for completing or implementing the modifications?	Deans of Instruction

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	DRA 1141: Acting Workshop
Course Description	This course provides a workshop setting for students to hone their acting skills under direction. Students act in public performances. Lecture / Lab. Variable. Repeatable 3 times.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	1	75	64	51	0
Credit Hours Produced	3	225	133	112	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	100%	100%	0
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU 8/23/19
How does the data support the course goals? Elaborate.	The course goal to demonstrate control over body movement, vocal instrument, imagination, concentration and observation, was achieved at a success rate of 100% during the four years of enrollment.				
What disaggregated data was reviewed?	Data was disaggregated by year enrollment, course, and course outcome.				
Were there identifiable gaps in the data? Please explain.	No gaps were identified.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	None were identified as necessary.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	N/A
Resources Needed	N/A
Responsibility Who is responsible for completing or implementing the modifications?	Deans of Instruction

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	DRA 2111: Stage Craft and Lighting
Course Description	This course is a study of the fundamentals of scenery construction, scenery painting and stage lighting. Lecture / Lab. Repeatable 3 times.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	1	0	1	1
Credit Hours Produced	0	3	0	3	3
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	0	100%	0	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU 8/23/19
How does the data support the course goals? Elaborate.	Low enrollment. Not enough data.				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Review possibility of hiring a qualified instructor.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Need a qualified instructor.
Resources Needed	Qualified instructor, theatre major.
Responsibility Who is responsible for completing or implementing the modifications?	Deans of Instruction

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts				
Course Title	DRA 2121: Stage Makeup				
Course Description	Students study materials, equipment and applications involved in theatrical makeup. Particular emphasis is placed upon knowing how to suggest character and age through makeup.				
	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	0	0	0	0	0
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU 8/23/19
How does the data support the course goals? Elaborate.	No enrollment				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Recruitment for enrollment
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	N/A
Resources Needed	Qualified instructor, theatre major
Responsibility Who is responsible for completing or implementing the modifications?	Deans of Instruction

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	DRA 2122: Costuming
Course Description	A conceptual and practical application of the following costuming concepts: script analysis, character analysis, setting and time research, costume sketching, pattern making and the cutting, stitching and finishing of costumes. With each theater performance the experience and the opportunity to create are renewed. The characters are different. The period of time is different. The script is different. Thus the process of script reading, character analysis, costume design and construction start over again each time. Lecture / Lab. Repeatable 3 times.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	10	38	0	4	5
Credit Hours Produced	30	114	0	12	15
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	0	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU 8/23/19

How does the data support the course goals? Elaborate.	The course goal, to demonstrate the ability to design, cut, stitch, and finish costumes was achieved with a 100% success rate during years of enrollment.
What disaggregated data was reviewed?	Data was disaggregated by year enrolled, course, and success rate.
Were there identifiable gaps in the data? Please explain.	No gaps were identified.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Review possibility of hiring a qualified instructor.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	N/A
Resources Needed	Qualified Instructor and theatre major.
Responsibility Who is responsible for completing or implementing the modifications?	Deans of Instruction

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	DRA 2131: Theater Production: Cast
Course Description	This course provides practical experience in acting and directing stage productions. To enroll in this course, consent of the instructor is required. PREREQUISITE: Consent of instructor. Lab. Repeatable 3 times.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	62	69	89	89	82
Credit Hours Produced	204	219	297	297	267
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	100%	100%	98%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU 8/23/19

How does the data support the course goals? Elaborate.	The course goal, to demonstrate basic knowledge of all the various elements of producing a play, was achieved at an average of 100% for the 5 years of review.
What disaggregated data was reviewed?	The data is disaggregated by year enrolled, course and success rate.
Were there identifiable gaps in the data? Please explain.	No gaps were identified.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	There are no identified action steps.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	N/A
Resources Needed	N/A
Responsibility Who is responsible for completing or implementing the modifications?	Deans of Instruction

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts				
Course Title	DRA 2141: Theater Production: Crew				
Course Description	This course provides practical experience in set building, lighting, costuming, acquiring properties, and character makeup. PREREQUISITE: Consent of instructor. Lab. Repeatable 3 times.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	89	68	93	110	131
Credit Hours Produced	224	158	204	280	338
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100	98	100	100	99
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU 8/23/19
How does the data support the course goals? Elaborate.	The course goal, to design and/or actuate lighting, sets, costumes, sound, and makeup for a public performance, as appropriate, was achieved at an average of 100% of the time for the five year review period.				
What disaggregated data was reviewed?	Data is disaggregated by year enrolled, course, and success rate.				
Were there identifiable gaps in the data? Please explain.	There were no gaps identified.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No action steps were identified as needed.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	NA
Resources Needed	NA
Responsibility Who is responsible for completing or implementing the modifications?	Deans of Instruction

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts				
Course Title	FRE 1111: Elementary French I				
Course Description	This course is designed for the student with no previous instruction in French. Emphasis is on grammar, phonetics, listening, speaking, reading, and writing. Extensive use is made of language tapes and audio-visual materials. Students are required to listen to the language tapes by native French speakers for each textbook lesson. Class attendance is required. Lecture/Lab.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	18	1	-	-	-
Credit Hours Produced	60	4	N/A	N/A	N/A
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	86.67%	100%	N/A	N/A	N/A
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU 8/23/19
How does the data support the course goals? Elaborate.	Only two years of data was available.				
What disaggregated data was reviewed?	Data was disaggregated by year enrolled, course, and success rate.				
Were there identifiable gaps in the data? Please explain.	No gaps were identified.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No action steps were identified.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	N/A
Resources Needed	N/A
Responsibility Who is responsible for completing or implementing the modifications?	Deans of Instruction

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts				
Course Title	FRE 1121: Elementary French II				
Course Description	This course develops listening, speaking, reading and writing skills. Assigned readings are based on the geographical, historical, and literary aspects of the French civilization. PREREQUISITE: FRE 1111 Elementary French I or equivalent. Lecture / Lab.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	13	0	0	0	0
Credit Hours Produced	52	0	0	0	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	0	0	0	0
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU 8/23/19
How does the data support the course goals? Elaborate.	The course goal, to demonstrate comprehension of conversations and reply within the context of the covered vocabulary on the intermediate level, was achieved at a 100% success rate for the year of enrollment.				
What disaggregated data was reviewed?	Data was disaggregated by year of enrollment, course, and success rate.				
Were there identifiable gaps in the data? Please explain.	No gaps were identified.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No action steps were identified. Recruitment for enrollment is needed.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	NA
Resources Needed	NA
Responsibility Who is responsible for completing or implementing the modifications?	Deans of Instruction and Instructors.

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	FRE 2111: Intermediate French I
Course Description	This course is a review of grammar. Class discussions are conducted in French. Readings are assigned on contemporary France and in French literature. Audio-visuals are extensively used. PREREQUISITE: FRE 1111 Elementary French I and FRE 1121 Elementary French II, or equivalent. Lecture / Lab.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	9	7	NA	NA	NA
Credit Hours Produced	38	28	NA	NA	NA
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	NA	NA	NA
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU 8/23/19
How does the data support the course goals? Elaborate.	The course goal, to demonstrate comprehension of conversations and reply within the context of the covered vocabulary on the intermediate level, was achieved at 100% success rate for the years of enrollment.				
What disaggregated data was reviewed?	The data was disaggregated by year enrolled, course, and success rate.				
Were there identifiable gaps in the data? Please explain.	There were no identifiable gaps.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Identify the need for this course by FY 21.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The enrollment decline is part of an overall pattern for the Fine Arts and Humanities. Does this class need to be merged, eliminated or more recruitment?
Resources Needed	Data from IR.
Responsibility Who is responsible for completing or implementing the modifications?	Deans of Instruction

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	FRE 2121: Intermediate French II
Course Description	This course is a continuation of Intermediate French I. Class discussions are conducted in French. Emphasis is placed on translating, speaking and reading. Cultures of selected French-speaking countries are examined. PREREQUISITE: FRE 2111 Intermediate French I or equivalent.

	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	0	0	0	0	0
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU 8/23/19

How does the data support the course goals? Elaborate.	There has been no enrollment the last five years.
What disaggregated data was reviewed?	N/A
Were there identifiable gaps in the data? Please explain.	N/A

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Identify the need for this course by FY 21.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The enrollment decline is part of an overall pattern for the Fine Arts and Humanities. Does this class need to be merged, eliminated or more recruitment?
Resources Needed	Data from IR.
Responsibility Who is responsible for completing or implementing the modifications?	Deans of Instruction

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	HUM 1111: Introduction to Art, Theater, and Drama
Course Description	This course is an introduction to the principles, problems, and processes involved in writing creatively. The course includes a study of structure and stylistic elements in a variety of genres with emphasis upon directed writing assignments. The course partially fulfills the humanities degree program. PREREQUISITE: ENG 1111 Composition I or ENG 1121 Composition and Analysis. Lecture / Lab.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	5	1	30	26	38
Credit Hours Produced	15	3	90	78	114
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	60%	100%	100%	95.65%	97.37%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	F9 900	F9 900	F9 900	F9 900	F9 900

How does the data support the course goals? Elaborate.	Other than Year 1, students have consistently achieved the learning outcomes.
What disaggregated data was reviewed?	Delivery method and gender. Class only taught traditional format, and equal numbers of males and females.
Were there identifiable gaps in the data? Please explain.	95% of students achieved in the traditional format, showing they learn well with in-person instructor content. Gap of 4% between males and females (with males achieving at the slightly higher rate).

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	The past four years, students have consistently achieved learning goals and enrollment has dramatically increased. No changes needed at this time.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	No modifications needed at this time.
Resources Needed	None.
Responsibility Who is responsible for completing or implementing the modifications?	All F/T and P/T faculty with college Deans.

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	HUM 2131: Intro to Latin American Culture
Course Description	This multi-disciplined course is designed to give students the opportunity to understand a Hispanic culture. History, literature, art, religion, economics, political science, and sociology of a Hispanic culture are studied. It may be repeated for up to six semester hours of credit. Field trips to significant regional museums is encouraged. Lecture.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	0	0	3	0
Credit Hours Produced	0	0	0	15	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	0	0	0	100%	0
IAI Status (list code) or Form 13 Status (list signature dates and institutions)			S2 920N	S2 920N	S2 920N

How does the data support the course goals? Elaborate.	One year of data, the course goal, to list and explain the major eras of Latin American history from the time prior to the Spanish conquest to the present, was achieved with a 100% success rate.
What disaggregated data was reviewed?	Data is disaggregated by year enrolled, success rate and course.
Were there identifiable gaps in the data? Please explain.	N/A

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Data only available for one year, so difficult to suggest changes or recommendations at this time. Likewise, enrollment low so only offered as independent study. Based on data, course might need to be removed from curriculum due to low enrollment.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Possibly remove from curriculum.
Resources Needed	None.
Responsibility Who is responsible for completing or implementing the modifications?	All F/T and P/T faculty with college deans.

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts				
Course Title	HUM 2141: Topics in Humanities: Food & People				
Course Description	This course examines the national and international controversies concerning food consumption, production, and allotment. World hunger, agribusiness practices, food costs, and nutrition are put into social, historical, ethical, and economic perspectives. Lecture.				
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	0	0	0	0	0
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU 8/23/19
How does the data support the course goals? Elaborate.	There has been no enrollment the last five years.				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Consider withdrawing course due to inactivity and no enrollment.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	N/A
Resources Needed	N/A
Responsibility Who is responsible for completing or implementing the modifications?	Deans of Instruction

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts				
Course Title	HUM 2151: Introduction to Asian Culture				
Course Description	This multi-disciplined course is designed to give students the opportunity to understand Asian culture. History, literature, art, religion, economics, political science, and sociology of Asian cultures are studied. Lecture.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	42	35	13	8	5
Credit Hours Produced	126	105	39	24	15
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	87.5%	87.88%	100%	75%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	HF 904N	HF 904N	HF 904N	HF 904N	HF 904N
How does the data support the course goals? Elaborate.	Other than Year 4, students appear to consistently achieve learning goals. Year 4 saw definite drop from previous years but has since rebounded in Year 5.				
What disaggregated data was reviewed?	Delivery method and gender. Course taught in correspondence, online, and traditional formats – with most students taking the class in traditional format. Equal numbers of males and females (45 females and 51 males).				
Were there identifiable gaps in the data? Please explain.	100% of online students finished with C or better, while 88% of traditional students passed with C or better. Definite gap in gender – 82% of females vs. 94% of males finished with a C or better.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Enrollment has consistently dropped over past 5 years, most notably in Years 4 and 5. Need to work with advisers and instructors to better address declining enrollment issues.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	No modifications at this time.
Resources Needed	None.
Responsibility Who is responsible for completing or implementing the modifications?	All F/T and P/T faculty with college deans.

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	HUM 2161: Forging the American Character
Course Description	History of the major developments in the United States from the colonial period to the present. Considers the ways in which American's have extended the Western tradition and America's distinctive cultural contributions. Lecture.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	40	76	43	130	113
Credit Hours Produced	120	228	129	390	339
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	92.1%	90.3%	94.6%	91.2%	92.7%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	HF 906D	HF 906D	HF 906D	HF 906D	HF 906D

How does the data support the course goals? Elaborate.	Students have consistently achieved learning goals at a high rate over past 5 years.
What disaggregated data was reviewed?	Delivery method and gender. Course offered in hybrid and traditional formats, with most in traditional formats (128 hybrid vs. 252 traditional). Course leans more male than female (159 females vs. 221 males).
Were there identifiable gaps in the data? Please explain.	No appreciable difference between hybrid and traditional achievement. Likewise for gender – males/females achieving at similar levels.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No action steps needed at this time based on available data.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	No modifications needed at this time.
Resources Needed	None.
Responsibility Who is responsible for completing or implementing the modifications?	All P/T and F/T faculty with college deans.

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	HUM 2198: Topics/Issues in the Humanities
Course Description	Seminar on a special topic or current issue in the humanities (literature, writing, foreign languages, philosophy, music, art, history, photography, and art). Lecture. Variable. Repeatable 3 times.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	201	258	125	167	86
Credit Hours Produced	309	459	254.5	211.5	168
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	98.96%	98.38%	98.85%	98.81%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU 8/23/19

How does the data support the course goals? Elaborate.	This special topics course involves many different topics and courses overall. Still, students consistently perform at high level meeting learning goals.
What disaggregated data was reviewed?	Delivery method and gender. Course offered in traditional and hybrid formats, though majority of students enrolled in traditional format. Gender was decidedly female by more than twice as much, 293 females vs. 111 males.
Were there identifiable gaps in the data? Please explain.	Despite gaps in numbers of students in each category (delivery, gender), there's no appreciable difference in how students achieve.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No action steps needed. During the review, club courses that were assigned to this course number were reassigned to a course number that better reflects their purpose.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	No modifications needed at this time.
Resources Needed	None.
Responsibility Who is responsible for completing or implementing the modifications?	All F/T and P/T faculty with college deans.

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts				
Course Title	HUM 2199: Independent Study in the Humanities				
Course Description	Advanced study, special project, or experiment on a topic in the humanities, which is not available in the college's course offerings, under supervision of a humanities instructor. Lecture. Variable. Repeatable 3 times.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	15	28	14	10	8
Credit Hours Produced	25	33	19	13	8
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	100%	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU NIU, UIS	EIU, ISU NIU, UIS	EIU, ISU NIU, UIS	EIU, ISU NIU, UIS	EIU, ISU NIU, UIS 8/23/19
How does the data support the course goals? Elaborate.	Students consistently perform at high level, meeting learning outcomes.				
What disaggregated data was reviewed?	Delivery method and gender.				
Were there identifiable gaps in the data? Please explain.	No appreciable difference/gaps based on limited data.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No actions needed. This course number involves lots of different topics, which vary among instructors and student need.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	No modifications needed at this time.
Resources Needed	None.
Responsibility Who is responsible for completing or implementing the modifications?	All F/T and P/T faculty with college Deans of Instruction.

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts				
Course Title	INS 1101: Class Instruments I				
Course Description	This course involves training in fundamentals of performance on a band or orchestral instrument. No prior knowledge of music or of the instrument is assumed. Lab.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	-	-	-	-	1
Credit Hours Produced	-	-	-	-	1
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	-	-	-	-	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, UIUC WIU	EIU, UIUC WIU	EIU, UIUC WIU	EIU, USUC WIU	EIU, UIUC WIU 8/23/19
How does the data support the course goals? Elaborate.	Students are engaged with the materials and completing the course. The course demonstrates a high rate of student's success.				
What disaggregated data was reviewed?	Yes. Delivery method and gender.				
Were there identifiable gaps in the data? Please explain.	INS courses are fairly even in terms of equity gaps.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Continue to monitor course for enrollment, success rates and equity gaps.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Continue course with monitoring and institutional support.
Resources Needed	None at this time
Responsibility Who is responsible for completing or implementing the modifications?	College Dean of Instruction and full-time faculty.

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	INS 1102: Class Instruments II
Course Description	This course is a continuation of INS 1101. It provides further training in fundamentals of performance on the same instrument or initial training on another instrument. PREREQUISITE: INS 1101 Class Instruments I or the consent of the instructor. Lab.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	-	-	-	-	8
Credit Hours Produced	-	-	-	-	8
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	-	-	-	-	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU 8/23/19

How does the data support the course goals? Elaborate.	Students are engaged with the materials and completing the course. The course demonstrates a high rate of student's success.
What disaggregated data was reviewed?	Yes. Delivery method and gender.
Were there identifiable gaps in the data? Please explain.	INS courses are reasonably even in terms of equity gaps

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Continue to monitor course for enrollment, success rates and equity gaps
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Continue course with monitoring and institutional support
Resources Needed	None at this time
Responsibility Who is responsible for completing or implementing the modifications?	College Dean of Instruction and full-time faculty.

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	INS 1103: Class Instruments III
Course Description	This course is a continuation of INS 1102. If the student chose the same instrument classification in INS 1102 as they did in INS 1101 they must now choose a different classification or if they chose a different classification in INS 1102 they may continue with that classification. PREREQUISITE: INS 1102 Class Instruments II or consent of instructor. Lab.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	-	-	-	-	1
Credit Hours Produced	-	-	-	-	1
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	-	-	-	-	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU 8/23/19

How does the data support the course goals? Elaborate.	Students are engaged with the materials and completing the course. The course demonstrates a high rate of student's success.
What disaggregated data was reviewed?	Yes. Delivery method and gender.
Were there identifiable gaps in the data? Please explain.	INS courses are fairly even in terms of equity gaps

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Continue to monitor course for enrollment, success rates and equity gaps.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Continue course with monitoring and institutional support.
Resources Needed	None at this time.
Responsibility Who is responsible for completing or implementing the modifications?	College Dean of Instruction and full-time faculty.

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	INS 1111: Instrumental Applied Music I
Course Description	This course involves one private lesson a week in string, brass, woodwind, or percussion. Lecture.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	19	14	7	23	23
Credit Hours Produced	19	14	7	23	23
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	83.33%	100%	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU 8/23/19

How does the data support the course goals? Elaborate.	Students are engaged with the materials and completing the course. The success rate average of 96.6% indicates a high level of success.
What disaggregated data was reviewed?	The data is disaggregated by year enrolled, course, and success rate.
Were there identifiable gaps in the data? Please explain.	No gaps were identified.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Continue to monitor course for enrollment, success rates and equity gaps.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	NA
Resources Needed	NA
Responsibility Who is responsible for completing or implementing the modifications?	Deans of Instruction

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	INS 1112: Instrumental Applied Music II
Course Description	This course is a continuation of INS 1111 and involves one private lesson per week in string, brass, woodwind, or percussion. PREREQUISITE: INS 1111 Instrumental Applied Music I or consent of instructor. Lecture.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	9	5	2	8	14
Credit Hours Produced	9	5	2	8	19
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	100%	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU 8/23/19
How does the data support the course goals? Elaborate.	The course goal foci is on individual accomplishments. Each of the students succeeded in achievement.				
What disaggregated data was reviewed?	The data is separated by year enrolled, course, and course success.				
Were there identifiable gaps in the data? Please explain.	No identifiable gaps				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Continue to monitor course for enrollment, success rates and equity gaps.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	N/A
Resources Needed	N/A
Responsibility Who is responsible for completing or implementing the modifications?	Deans of Instruction

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	INS 1113: Instrumental Applied Music III
Course Description	This course is a continuation of INS 1112 and involves one private lesson per week in string, brass, woodwind, or percussion. PREREQUISITE: INS 1112 Instrumental Applied Music II or consent of the instructor. Lecture.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	3	6	3	4	8
Credit Hours Produced	3	6	3	4	8
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	66.67%	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU 8/23/19

How does the data support the course goals? Elaborate.	Students are engaged with the materials and completing the course. The course demonstrates a high rate of student's success.
What disaggregated data was reviewed?	The data is disaggregated by year enrolled, course, and success rate.
Were there identifiable gaps in the data? Please explain.	No gaps were identified.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Continue to monitor course for success rates and equity gaps
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Continue course with monitoring and institutional support.
Resources Needed	None at this time.
Responsibility Who is responsible for completing or implementing the modifications?	College Dean of Instruction and full-time faculty.

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	INS 1114: Instrumental Applied Music IV
Course Description	This course is a continuation of INS 1113 and involves one private lesson per week in string, brass, woodwind, or percussion. PREREQUISITE: INS 1113 Instrumental Applied Music III or consent of the instructor. Lecture.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	4	6	1	5	11
Credit Hours Produced	4	6	1	5	12
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	100%	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU 8/23/19

How does the data support the course goals? Elaborate.	The course goal foci is on individual accomplishments. Each of the students succeeded in achievement.
What disaggregated data was reviewed?	The data was disaggregated by year enrolled, course, and success rate.
Were there identifiable gaps in the data? Please explain.	No gaps were identified.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Continue to monitor course for success rates and equity gaps
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Continue course with monitoring and institutional support.
Resources Needed	None at this time.
Responsibility Who is responsible for completing or implementing the modifications?	Deans of Instruction and full-time faculty.

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts				
Course Title	INS 1121: Concert Band I				
Course Description	This class forms a musical unit to study and perform all types of band literature. The band performs at concerts and special events. PREREQUISITE: Open to all students who have a basic knowledge of an instrument that is part of a concert band. Lecture / Lab. Variable.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	21	12	11	15	16
Credit Hours Produced	42	24	22	30	18
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	90.91%	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU 8/23/19
How does the data support the course goals? Elaborate.	The course goal, to demonstrate understanding of musical ensemble performance skills; including performing with good intonation, a sense of balance, blend, ensemble rhythmical unity and musical expression within the parameters of the ensemble performance concept, was achieved at a 98% success rate over 5 years.				
What disaggregated data was reviewed?	The data was disaggregated by year enrolled, course success and course enrolled.				
Were there identifiable gaps in the data? Please explain.	There were no identified gaps.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Continue to monitor course for success rates and equity gaps
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	N/A
Resources Needed	N/A
Responsibility Who is responsible for completing or implementing the modifications?	Deans of Instruction and full-time faculty.

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	INS 1122: Concert Band II
Course Description	This course is a continuation of INS 1121. The class forms a musical unit to study and perform all types of band literature. The band performs at concerts and special events. PREREQUISITE: INS 1121 Concert Band I or consent of the instructor. Lecture / Lab. Variable.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	18	9	10	13	14
Credit Hours Produced	36	18	20	26	28
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	100%	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU 8/23/19

How does the data support the course goals? Elaborate.	The course goal, to demonstrate understanding of musical ensemble performance skills; including performing with good intonation, a sense of balance, blend, ensemble rhythmical unity and musical expression within the parameters of the ensemble performance concept, was achieved at a 100% success rate over 5 years.
What disaggregated data was reviewed?	The data was disaggregated by year enrolled, course success and course enrolled.
Were there identifiable gaps in the data? Please explain.	There were no identified gaps.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Continue to monitor course for success rates and equity gaps
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	N/A
Resources Needed	N/A
Responsibility Who is responsible for completing or implementing the modifications?	Deans of Instruction

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	INS 1123: Stage Band I
Course Description	The class forms a musical unit to study and perform all types of stage band literature. PREREQUISITE: Consent of the instructor only. Lecture / Lab. Variable.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	7	10	3	3	10
Credit Hours Produced	14	20	6	6	14
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	100%	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU 8/23/19

How does the data support the course goals? Elaborate.	The course goal, written as students will perform on their chosen instrument at a competency level determined by their instructor, using techniques that produce good characteristic tone quality, a solid sense of rhythmic stability, and standard elements of musical expression, had a success rate of 100%
What disaggregated data was reviewed?	The data was disaggregated by year enrolled, course, and course success.
Were there identifiable gaps in the data? Please explain.	There are no identifiable gaps.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Continue to monitor course for success rates and equity gaps.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	N/A
Resources Needed	N/A
Responsibility Who is responsible for completing or implementing the modifications?	Deans of Instruction

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	INS 1124: Stage Band II
Course Description	This course is a continuation of INS 1123. The class forms a musical unit to study all types of stage band literature. PREREQUISITE: INS 1123 Stage Band I or consent of the instructor. Lecture / Lab. Variable.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	2	1	1	1	16
Credit Hours Produced	4	2	2	2	27
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	100%	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU 8/23/19

How does the data support the course goals? Elaborate.	The course goal, written as students will perform on their chosen instrument at a competency level determined by their instructor, using techniques that produce good characteristic tone quality, a solid sense of rhythmic stability, and standard elements of musical expression, had a success rate of 100%.
What disaggregated data was reviewed?	The data was disaggregated by year enrolled, course, and course success.
Were there identifiable gaps in the data? Please explain.	There are no identifiable gaps.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Continue to recruit for enrollment and monitor course for success rates and equity gaps.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	N/A
Resources Needed	N/A
Responsibility Who is responsible for completing or implementing the modifications?	Deans of Instruction

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	INS 1131: String Ensemble I
Course Description	The string ensemble functions as a musical unit to study and perform all types of string ensemble literature and performs at special events. Lecture / Lab.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	6	-	-	-	1
Credit Hours Produced	12	-	-	-	2
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	-	-	-	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, UIUC, WIU	EIU, UIUC, WIU	EIU, UIUC, WIU	EIU, UIUC, WIU	EIU, UIUC, WIU 8/23/19

How does the data support the course goals? Elaborate.	Students are meeting learning objectives.
What disaggregated data was reviewed?	The data was disaggregated by year enrolled, course, and course success.
Were there identifiable gaps in the data? Please explain.	There are no identifiable gaps.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Recruit for enrollment
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	N/A
Resources Needed	Instructor available hours to recruit.
Responsibility Who is responsible for completing or implementing the modifications?	Deans of Instruction

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	INS 1132: String Ensemble II
Course Description	This course is a continuation of INS 1131. The string ensemble functions as a musical unit to study and perform all types of string ensemble literature and performs at special events. PREREQUISITE: INS 1131 String Ensemble I or consent of instructor. Lecture / Lab.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	-	-	-	-	1
Credit Hours Produced	-	-	-	-	2
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	-	-	-	-	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, UIUC, WIU	EIU, UIUC, WIU	EIU, UIUC, WIU	EIU, UIUC, WIU	EIU, UIUC, WIU 8/23/19

How does the data support the course goals? Elaborate.	Not enough data to evaluate.
What disaggregated data was reviewed?	N/A
Were there identifiable gaps in the data? Please explain.	N/A

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Recruit for enrollment.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	N/A
Resources Needed	Instructor available hours.
Responsibility Who is responsible for completing or implementing the modifications?	Deans of Instruction

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts				
Course Title	INS 1141: Jazz Band I				
Course Description	This class forms a musical unit to study and perform jazz literature including iconic jazz styles such as Swing, Latin, BeBop and Fusion. The ensemble will perform at various performance opportunities. Lecture / Lab. Variable.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	11	8	12	12	10
Credit Hours Produced	22	16	24	24	12
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	91.67%	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU 8/23/19
How does the data support the course goals? Elaborate.	The course goal, of students demonstrating an understanding of basic principles of jazz improvisation, including the application of appropriate scales and rhythm patterns, was achieved with an average of 98.33% over five years.				
What disaggregated data was reviewed?	The data was disaggregated by year enrolled, course, and success rate.				
Were there identifiable gaps in the data? Please explain.	No gaps were identified.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Continue to monitor course for success rates and equity gaps.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	N/A
Resources Needed	N/A
Responsibility Who is responsible for completing or implementing the modifications?	Deans of Instruction

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	INS 1142: Jazz Band II
Course Description	This class is a continuation of INS 1141. This class forms a musical unit to study and perform jazz literature including iconic jazz styles such as Swing, Latin, BeBop, and Fusion. The ensemble will perform at various public performance opportunities. PREREQUISITE: INS 1141 Jazz Band I or consent of instructor. Lecture / Lab. Variable.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	12	6	10	9	5
Credit Hours Produced	24	12	20	18	6
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	90%	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU 8/23/19

How does the data support the course goals? Elaborate.	The course goal, of students demonstrating an understanding of basic principles of jazz improvisation, including the application of appropriate scales and rhythm patterns, was achieved with an average of 98% over five years.
What disaggregated data was reviewed?	The data was disaggregated by year enrolled, course, and success rate.
Were there identifiable gaps in the data? Please explain.	No gaps were identified.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Continue to recruit for enrollment.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	N/A
Resources Needed	Instructors' available hours.
Responsibility Who is responsible for completing or implementing the modifications?	Deans of Instruction

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts				
Course Title	INS 1143: Pep Band I				
Course Description	This class forms a musical unit to study and perform a variety of pep band literature. Lecture / Lab. Variable.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	4	4	2	1	11
Credit Hours Produced	8	8	4	2	11
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	100%	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU WIU	EIU, ISU WIU	EIU, ISU WIU	EIU, ISU WIU	EIU, ISU WIU 8/23/19
How does the data support the course goals? Elaborate.	The course goal, to demonstrate a performing understanding of the various styles involved in the pep band literature (i.e. jazz, rock, funk, ballad, and others as decided by the instructor), was achieved with 100% success rate.				
What disaggregated data was reviewed?	Data was disaggregated by course enrolled, year enrolled, and success rate.				
Were there identifiable gaps in the data? Please explain.	No gaps were identified.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Continue to recruit for enrollment.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	N/A
Resources Needed	Instructor availability.
Responsibility Who is responsible for completing or implementing the modifications?	Deans of Instruction

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	INS 1144: Pep Band II
Course Description	This class is a continuation of INS 1143. This class forms a musical unit to study and perform a variety of pep band literature. PREREQUISITE: INS1143 Pep Band I or consent of instructor. Lecture / Lab. Variable.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	4	4	1	2	13
Credit Hours Produced	8	8	2	4	13
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	100%	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU WIU	EIU, ISU WIU	EIU, ISU WIU	EIU, ISU WIU	EIU, ISU WIU 8/23/19

How does the data support the course goals? Elaborate.	The course goal, to demonstrate a performing understanding of the various styles involved in the pep band literature (i.e. jazz, rock, funk, ballad, and others as decided by the instructor), was achieved with 100% success rate.
What disaggregated data was reviewed?	Data was disaggregated by course enrolled, year enrolled, and success rate.
Were there identifiable gaps in the data? Please explain.	No gaps were identified.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Continue to recruit for enrollment.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	N/A
Resources Needed	Instructor availability.
Responsibility Who is responsible for completing or implementing the modifications?	Deans of Instruction

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts				
Course Title	INS 1151: Community Band				
Course Description	This course brings together community members to form a musical unit to study and perform a variety of music literature. Lecture / Lab. Variable.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	15	11	8	2	2
Credit Hours Produced	16	13	9	2	3
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	100%	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU SIUE	EIU, ISU SIUE	EIU, ISU SIUE	EIU, ISU SIUE	EIU, ISU SIUE 8/23/19
How does the data support the course goals? Elaborate.	The course goal, to develop individual and ensemble skills that display musicality, such as appropriate phrasing, use of dynamics, articulations and stylistic interpretations, was achieve with 100% success over the five year review period.				
What disaggregated data was reviewed?	The data was disaggregated by year enrolled, course enrolled, and success rate.				
Were there identifiable gaps in the data? Please explain.	No identifiable gaps.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Continue to recruit for enrollment
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	N/A
Resources Needed	Monitoring of Classes by administration
Responsibility Who is responsible for completing or implementing the modifications?	Deans of Instruction

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts				
Course Title	INS 1152: Community Band II				
Course Description	This course is a continuation of INS 1151. This course brings together community members to form a musical unit to study and perform a variety of music literature. The band will perform for special events. Lecture / Lab. Variable.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	3	11	7	3	1
Credit Hours Produced	3	12	11	3	2
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	100%	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU SIUE	EIU, ISU SIUE	EIU, ISU SIUE	EIU, ISU SIUE	EIU, ISU SIUE 8/23/19
How does the data support the course goals? Elaborate.	The course goal, to develop individual and ensemble skills that display musicality, such as appropriate phrasing, use of dynamics, articulations and stylistic interpretations, was achieve with 100% success over the five year review period.				
What disaggregated data was reviewed?	The data was disaggregated by year enrolled, course enrolled, and success rate.				
Were there identifiable gaps in the data? Please explain.	No identifiable gaps.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Continue to recruit for enrollment.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	N/A
Resources Needed	Monitoring of Classes by administration
Responsibility Who is responsible for completing or implementing the modifications?	Deans of Instruction

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts				
Course Title	INS 2111: Instrumental Applied Music V				
Course Description	This course is a continuation of INS 1114. This course involves one private lesson per week in string, brass, woodwind, or percussion. PREREQUISITE: INS 1114 Instrumental Applied Music IV or consent of instructor. Lecture.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	-	2	2	1	2
Credit Hours Produced	-	2	2	1	2
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	-	100%	100%	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU, UIUC	EIU, ISU, UIUC	EIU, ISU, UIUC	EIU, ISU, UIUC	EIU, ISU, UIUC 8/23/19
How does the data support the course goals? Elaborate.	The course goal referencing the artistic (using acceptable tone production, articulation, technique and musicianship) performance of a solo of at least a grade 3 1/2 level of difficulty, was achieved at 100% success rate by the seven students enrolled over the four years with enrollment.				
What disaggregated data was reviewed?	The data was disaggregated by year enrolled, course, and success rate.				
Were there identifiable gaps in the data? Please explain.	There were no identifiable gaps.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Continue to recruit for enrollment.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	NA
Resources Needed	Monitoring of Classes, greater marketing, Institutional support
Responsibility Who is responsible for completing or implementing the modifications?	Deans of Instruction

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	INS 2112: Instrumental Applied Music VI
Course Description	This course is a continuation of INS 2111. It involves one private lesson per week in string, brass, woodwind, or percussion. PREREQUISITE: INS 2111 Instrumental Applied Music V, or consent of instructor. Lecture.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	-	-	1	1	9
Credit Hours Produced	-	-	1	1	9
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	-	-	100	100	100
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU 8/23/19

How does the data support the course goals? Elaborate.	The course goal referencing the artistic (using acceptable tone production, articulation, technique and musicianship) performance of a solo of at least a grade 3 1/2 level of difficulty, was achieved at 100% success rate by the eleven students enrolled over the three years with enrollment.
What disaggregated data was reviewed?	The data was disaggregated by year enrolled, course, and success rate.
Were there identifiable gaps in the data? Please explain.	There were no identifiable gaps.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Continue to recruit for enrollment
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	N/A
Resources Needed	Monitoring of Classes, greater marketing, Institutional support
Responsibility Who is responsible for completing or implementing the modifications?	Deans of Instruction

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	INS 2113: Instrumental Applied Music VII
Course Description	This course is a continuation of INS 2112. It involves one private lesson per week in string, brass, woodwind, or percussion. PREREQUISITE: INS 2112 Instrumental Applied Music VI or consent of instructor. Lecture.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	-	-	-	-	2
Credit Hours Produced	-	-	-	-	2
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	-	-	-	-	100
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU 8/23/19
How does the data support the course goals? Elaborate.	Not enough data to evaluate				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Continue to recruit for enrollment.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	N/A
Resources Needed	Monitoring of Classes, greater marketing, Institutional support
Responsibility Who is responsible for completing or implementing the modifications?	Deans of Instruction

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts				
Course Title	INS 2114: Instrumental Applied Music VIII				
Course Description	This course is a continuation of INS 2113. It involves one private lesson per week in string, brass, woodwind, or percussion. PREREQUISITE: INS 2113 Instrumental Applied Music VII or consent of instructor. Lecture.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	-	-	-	-	8
Credit Hours Produced	-	-	-	-	8
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	-	-	-	-	100
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU 8/23/19
How does the data support the course goals? Elaborate.	Not enough data				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Continue to recruit for enrollment.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	N/A
Resources Needed	Monitoring of Classes, greater marketing, Institutional support
Responsibility Who is responsible for completing or implementing the modifications?	Deans of Instruction

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts				
Course Title	INS 2121: Concert Band III				
Course Description	This course is a continuation of INS 1122. The band functions as a musical unit to study and perform all types of band literature and performs at athletic and special events. PREREQUISITE: INS 1122 Concert Band II or consent of the instructor. Lecture / Lab. Variable.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	9	9	7	9	10
Credit Hours Produced	18	18	14	18	14
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	100%	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU 8/23/19
How does the data support the course goals? Elaborate.	The course goal of students performing on their chosen instrument at a competency level determined by their instructor, was achieved at 100% success for the five year period of review.				
What disaggregated data was reviewed?	The data was disaggregated by year enrolled, course, and success rate.				
Were there identifiable gaps in the data? Please explain.	There were no identifiable gaps.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Continue to recruit for enrollment.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	N/A
Resources Needed	Monitoring of Classes, greater marketing, Institutional support
Responsibility Who is responsible for completing or implementing the modifications?	Deans of Instruction

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	INS 2122: Concert Band IV
Course Description	This course is a continuation of INS 2121. The band functions as a musical unit to study and perform all types of band literature and performs at concerts and special events. PREREQUISITE: INS 2121 Concert Band III or consent of the instructor. Lecture / Lab. Variable.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	5	12	7	5	7
Credit Hours Produced	10	24	14	10	14
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	100%	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU 8/23/19

How does the data support the course goals? Elaborate.	The course goal of students performing on their chosen instrument at a competency level determined by their instructor, was achieved at 100% success for the five year period of review.
What disaggregated data was reviewed?	The data was disaggregated by year enrolled, course, and success rate.
Were there identifiable gaps in the data? Please explain.	There were no identifiable gaps.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Continue to recruit for enrollment
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	N/A
Resources Needed	Monitoring of Classes, greater marketing, Institutional support
Responsibility Who is responsible for completing or implementing the modifications?	Deans of Instruction

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts				
Course Title	INS 2123: Stage Band III				
Course Description	The class forms a musical unit to study all types of stage and band literature. PREREQUISITE: INS 1124 Stage Band II or consent of the instructor. Lecture / Lab. Variable.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	-	2	-	-	-
Credit Hours Produced	-	4	-	-	-
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	-	100%	-	-	-
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU 8/23/19
How does the data support the course goals? Elaborate.	Not enough data to evaluate				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Recruit for enrollment
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	N/A
Resources Needed	Monitoring of Classes, greater marketing, Institutional support
Responsibility Who is responsible for completing or implementing the modifications?	Deans of Instruction

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	INS 2124: Stage Band IV
Course Description	This course is a continuation of INS 2123. The class forms a musical unit to study all types of stage and band literature. PREREQUISITE: INS 2123 Stage Band III or consent of the instructor. Lecture / Lab. Variable.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	2	2	-	-	6
Credit Hours Produced	4	4	-	-	12
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	-	-	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU, UIUC	EIU, ISU, UIUC	EIU, ISU, UIUC	EIU, ISU, UIUC	EIU, ISU, UIUC 8/23/19

How does the data support the course goals? Elaborate.	The course goal, of demonstrating a performing understanding of the various styles involved in the stage band literature (i.e. jazz, rock, funk, ballad, and others as decided by the instructor), was 100% successful for the three years of enrollment.
What disaggregated data was reviewed?	The data was disaggregated by year enrolled, course and success rate.
Were there identifiable gaps in the data? Please explain.	There were no gaps identified.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Continue to recruit for enrollment.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	N/A
Resources Needed	Monitoring of Classes, greater marketing, Institutional support
Responsibility Who is responsible for completing or implementing the modifications?	Deans of Instruction

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	INS 2131: String Ensemble III
Course Description	This course is a continuation of INS 1132. The string ensemble functions as a musical unit to study and perform all types of string ensemble literature and performs at special events. PREREQUISITE: INS 1132 String Ensemble II or consent of instructor. Lecture / Lab.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	3	-	-	-	-
Credit Hours Produced	6	-	-	-	-
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	-	-	-	-
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU 8/23/19

How does the data support the course goals? Elaborate.	Not enough data to evaluate.
What disaggregated data was reviewed?	N/A
Were there identifiable gaps in the data? Please explain.	N/A

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Continue to recruit for enrollment.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	N/A
Resources Needed	Monitoring of Classes, greater marketing, Institutional support
Responsibility Who is responsible for completing or implementing the modifications?	Deans of Instruction

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	INS 2132: String Ensemble IV
Course Description	This course is a continuation of INS 2131. The string ensemble functions as a musical unit to study and perform all types of string ensemble literature and performs at special events. PREREQUISITE: INS 2131 String Ensemble III or consent of instructor. Lecture / Lab.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	-	-	-	2	-
Credit Hours Produced	-	-	-	4	-
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	-	-	-	50%	-
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU 8/23/19

How does the data support the course goals? Elaborate.	Not enough data to evaluate.
What disaggregated data was reviewed?	N/A
Were there identifiable gaps in the data? Please explain.	N/A

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Continue to recruit for enrollment.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	N/A
Resources Needed	Monitoring of Classes, greater marketing, Institutional support
Responsibility Who is responsible for completing or implementing the modifications?	Deans of Instruction

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	INS 2141: Jazz Band III
Course Description	This class is a continuation of INS 1142. This class forms a musical unit to study and perform jazz literature. The band will perform for special events. PREREQUISITE: INS 1142 Jazz Band II or consent of instructor. Lecture / Lab. Variable.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	8	9	4	6	6
Credit Hours Produced	16	18	8	12	7
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	100%	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU 8/23/19

How does the data support the course goals? Elaborate.	The course goal, written as students will perform on their chosen instrument at a competency level determined by their instructor, was evaluated at 100% successful for the five years of review.
What disaggregated data was reviewed?	The data was disaggregated by year enrolled, course, and success rate.
Were there identifiable gaps in the data? Please explain.	There were no identifiable gaps.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Continue to recruit for enrollment.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	N/A
Resources Needed	Monitoring of Classes, greater marketing, Institutional support
Responsibility Who is responsible for completing or implementing the modifications?	Deans of Instruction

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	INS 2142: Jazz Band IV
Course Description	This class is a continuation of INS 2141. This class forms a musical unit to study and perform jazz literature. The band will perform for special events. PREREQUISITE: INS 2141 Jazz Band III or consent of instructor. Lecture / Lab. Variable.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	9	13	2	4	5
Credit Hours Produced	18	26	4	8	6
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	100%	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU 8/23/19

How does the data support the course goals? Elaborate.	The course goal, written as, students will perform on their chosen instrument at a competency level determined by their instructor, was evaluated at 100% successful for the five years of review.
What disaggregated data was reviewed?	The data was disaggregated by year enrolled, course, and success rate.
Were there identifiable gaps in the data? Please explain.	There were no identifiable gaps.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Continue to recruit for enrollment.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	N/A
Resources Needed	Monitoring of Classes, greater marketing, Institutional support
Responsibility Who is responsible for completing or implementing the modifications?	Deans of Instruction

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	INS 2143: Pep Band III
Course Description	This class is a continuation of INS 1144. This class forms a musical unit to study and perform a variety of pep band literature. PREREQUISITE: INS 1144 Pep Band II or consent of instructor. Lecture / Lab. Variable.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	-	1	-	5	-
Credit Hours Produced	-	2	-	10	-
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	-	100%	-	100%	-
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU, WIU	EIU, ISU, WIU	EIU, ISU, WIU	EIU, ISU, WIU	EIU, ISU, WIU 8/23/19

How does the data support the course goals? Elaborate.	The course goal, demonstrate a performing understanding of the various styles involved in the pep band literature (i.e. jazz, rock, funk, ballad, and others as decided by the instructor), was achieved with 100% success.
What disaggregated data was reviewed?	The data was disaggregated by course enrolled, year enrolled and success rate.
Were there identifiable gaps in the data? Please explain.	There were no identified gaps.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Continue to recruit for enrollment.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	N/A
Resources Needed	Monitoring of Classes, greater marketing, Institutional support
Responsibility Who is responsible for completing or implementing the modifications?	Deans of Instruction

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	INS 2144: Pep Band IV
Course Description	This class is a continuation of INS 2143. This class forms a musical unit to study and perform a variety of pep band literature. PREREQUISITE: INS 2143 Pep Band III or consent of instructor. Lecture / Lab. Variable.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	5	4	-	-	7
Credit Hours Produced	10	8	-	-	10
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100	100	-	-	100
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU, WIU	EIU, ISU, WIU	EIU, ISU, WIU	EIU, ISU, WIU	EIU, ISU, WIU 8/23/19

How does the data support the course goals? Elaborate.	The course goal, stated as Demonstrate a performing understanding of the various styles involved in the pep band literature (i.e. jazz, rock, funk, ballad, and others as decided by the instructor), was achieved with 100% success.
What disaggregated data was reviewed?	The data was disaggregated by course enrolled, year enrolled and success rate.
Were there identifiable gaps in the data? Please explain.	There were no identified gaps.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Continue to recruit for enrollment.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	N/A
Resources Needed	Monitoring of Classes, greater marketing, Institutional support
Responsibility Who is responsible for completing or implementing the modifications?	Deans of Instruction

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts				
Course Title	INS 2151: Community Band III				
Course Description	This course brings together community members to form a musical unit to study and perform a variety of music literature. The band will perform for special events. Lecture / Lab. Variable.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	3	-	-	3	1
Credit Hours Produced	3	-	-	6	2
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	-	-	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU, WIU	EIU, ISU, WIU	EIU, ISU, WIU	EIU, ISU, WIU	EIU, ISU, WIU 8/23/19
How does the data support the course goals? Elaborate.	The course goal stated as perform on their chosen instrument at a competency level determined by their instructor, was achieved at 100% success rate.				
What disaggregated data was reviewed?	The data was disaggregated by course, year enrolled, and success rate.				
Were there identifiable gaps in the data? Please explain.	There were no identifiable gaps.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Continue efforts in recruitment.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	N/A
Resources Needed	Monitoring of Classes, greater marketing, Institutional support
Responsibility Who is responsible for completing or implementing the modifications?	Dean and faculty

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	INS 2152: Community Band IV
Course Description	This course brings together community members to form a musical unit to study and perform a variety of music literature. The band will perform for special events. Lecture / Lab. Variable. Repeatable 3 times.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	-	-	-	-	-
Credit Hours Produced	-	-	-	-	-
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	-	-	-	-	-
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, UIS, UIUC	EIU, UIS, UIUC	EIU, UIS, UIUC	EIU, UIS, UIUC	EIU, UIS, UIUC 8/23/19
How does the data support the course goals? Elaborate.	There was no enrollment in the course and no data to evaluate.				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Review course for withdrawal due to no enrollment and lack of district offerings.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	N/A
Resources Needed	N/A
Responsibility Who is responsible for completing or implementing the modifications?	Deans of Instruction

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	KEY 1101: Class Piano I
Course Description	This course is for the beginner who has little or no piano experience. It is intended to teach hand position, note readings and other basic fundamentals required in piano playing. Lab.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	24	10	10	5	11
Credit Hours Produced	24	10	10	5	11
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	85.71%	100%	81.82%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU 8/23/19

How does the data support the course goals? Elaborate.	The course goal, perform at least 3 major scales using both hands, was achieved at 93.5% success for the five year review period.
What disaggregated data was reviewed?	The date was disaggregated by year enrolled, course, and success rate.
Were there identifiable gaps in the data? Please explain.	There were no identifiable gaps.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	None identified.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	N/A
Resources Needed	N/A
Responsibility Who is responsible for completing or implementing the modifications?	Deans of Instruction

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts				
Course Title	KEY 1102: Class Piano II				
Course Description	This course is a continuation of KEY 1101 with more advanced music. Sight reading new material is stressed in this course. PREREQUISITE: KEY 1101 Class Piano I or consent of the department. Lab.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	17	3	5	2	4
Credit Hours Produced	17	3	5	2	4
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	100%	100%	75%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU 8/23/19
How does the data support the course goals? Elaborate.	The course goal, perform more complex melodies (eighth and sixteenth note rhythms) with both hands simultaneously, was achieved at 95% success for the five year review period.				
What disaggregated data was reviewed?	The date was disaggregated by year enrolled, course, and success rate.				
Were there identifiable gaps in the data? Please explain.	There were no identifiable gaps.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	None identified
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	N/A
Resources Needed	N/A
Responsibility Who is responsible for completing or implementing the modifications?	Deans of Instruction

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	KEY 1103: Class Piano III
Course Description	This course is a continuation of KEY 1102 with more advanced music literature. Transposition is stressed in this course. PREREQUISITE: KEY 1102 Class Piano II or consent of instructor. Lab.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	5	8	-	-	2
Credit Hours Produced	5	8	-	-	2
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	-	-	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU 8/23/19

How does the data support the course goals? Elaborate.	The course goal, perform more rhythmically and melodically complex pieces than Class Piano II, was achieved at a 100% success rate.
What disaggregated data was reviewed?	The data was disaggregated by year enrolled, course, and success rate.
Were there identifiable gaps in the data? Please explain.	There was no identifiable gap.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Continue recruitment for enrollment.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	N/A
Resources Needed	Monitoring of Classes, greater marketing, Institutional support
Responsibility Who is responsible for completing or implementing the modifications?	Deans of Instruction

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	KEY 1104: Class Piano IV
Course Description	This course is a continuation of KEY 1103 with more advanced music literature. Improvisation is stressed in this course. PREREQUISITE: KEY 1103 Class Piano III or consent of instructor. Lab.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	4	5	-	-	2
Credit Hours Produced	4	5	-	-	2
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	-	-	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU 8/23/19

How does the data support the course goals? Elaborate.	The course goal, perform more harmonically and musically difficult pieces than Class Piano III, was evaluated at a 100% success rate.
What disaggregated data was reviewed?	The data is disaggregated by year enrolled, course enrolled, and success rate.
Were there identifiable gaps in the data? Please explain.	There were no identifiable gaps.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Continue to recruit for enrollment/
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	N/A
Resources Needed	Monitoring of Classes, greater marketing, Institutional support
Responsibility Who is responsible for completing or implementing the modifications?	Deans of Instruction

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	KEY 1111: Keyboard Applied Music I
Course Description	This course involves one private lesson per week in piano, organ, or other keyboard instrument. Lecture.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	9	19	8	23	22
Credit Hours Produced	9	19	8	23	22
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	89.47%	100%	95.65%	90.91%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU 8/23/19

How does the data support the course goals? Elaborate.	The course goal, demonstrate competency though successful completion of vocal jury or other public performance at discretion of instructor, was measured at 95.21% success rate over the five year period.
What disaggregated data was reviewed?	The data was disaggregated by year enrolled, course enrolled, and course success.
Were there identifiable gaps in the data? Please explain.	There were no identifiable gaps.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	None were identified as necessary.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	N/A
Resources Needed	N/A
Responsibility Who is responsible for completing or implementing the modifications?	Dean of Instruction

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts				
Course Title	KEY 1112: Keyboard Applied Music II				
Course Description	This course is a continuation of KEY 1111. It involves one private lesson per week in piano, organ, or other keyboard instrument. PREREQUISITE: KEY 1111 Keyboard Applied Music I or consent of the instructor. Lecture.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	10	12	10	15	11
Credit Hours Produced	10	12	10	15	11
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	100%	93.33%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU 8/23/19
How does the data support the course goals? Elaborate.	The course goal, demonstrate competency though successful completion of vocal jury or other public performance at discretion of instructor, was measured at 98.67% success rate over the five year period.				
What disaggregated data was reviewed?	The data was disaggregated by year enrolled, course enrolled, and course success.				
Were there identifiable gaps in the data? Please explain.	There were no identifiable gaps.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	None were identified as necessary.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	N/A
Resources Needed	N/A
Responsibility Who is responsible for completing or implementing the modifications?	Dean of Instruction

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	KEY 1113: Keyboard Applied Music III
Course Description	This course is a continuation of KEY 1112. It involves one private lesson per week in piano, organ, or other keyboard instrument. PREREQUISITE: KEY 1112 Keyboard Applied Music II or consent of the instructor. Lecture.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	6	3	6	2	10
Credit Hours Produced	6	3	6	2	10
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	83.33%	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU 8/23/19

How does the data support the course goals? Elaborate.	The course goal, demonstrate competency though successful completion of vocal jury or other public performance at discretion of instructor, was measured at 96.67% success rate over the five year period.
What disaggregated data was reviewed?	The data was disaggregated by year enrolled, course enrolled, and course success.
Were there identifiable gaps in the data? Please explain.	There were no identifiable gaps.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	None were identified as necessary.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	N/A
Resources Needed	N/A
Responsibility Who is responsible for completing or implementing the modifications?	Dean of Instruction

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	KEY 1114: Keyboard Applied Music IV
Course Description	This course is a continuation of KEY 1113. It involves one private lesson per week in piano, organ, or other keyboard instrument. PREREQUISITE: KEY 1113 Keyboard Applied Music III or consent of the instructor. Lecture.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	5	2	2	-	8
Credit Hours Produced	5	2	2	-	8
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	100%	-	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU 8/23/19

How does the data support the course goals? Elaborate.	The course goal, demonstrate competency though successful completion of vocal jury or other public performance at discretion of instructor, was measured at 100% success rate over the five year period.
What disaggregated data was reviewed?	The data was disaggregated by year enrolled, course enrolled, and course success.
Were there identifiable gaps in the data? Please explain.	There were no identifiable gaps.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	None were identified as necessary.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	N/A
Resources Needed	N/A
Responsibility Who is responsible for completing or implementing the modifications?	Dean of Instruction

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	KEY 2111: Keyboard Applied Music V
Course Description	This course is a continuation of KEY 1114. It involves one private lesson per week in piano, organ, or other keyboard instrument. PREREQUISITE: KEY 1114 Keyboard Applied Music IV or consent of the instructor. Lecture.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	1	-	-	1	3
Credit Hours Produced	1	-	-	1	3
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	-	-	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU 8/23/19

How does the data support the course goals? Elaborate.	The course goal as stated as demonstrate competency though successful completion of vocal jury or other public performance at discretion of instructor, was measured at 100% success rate over the five year period.
What disaggregated data was reviewed?	The data was disaggregated by year enrolled, course enrolled, and course success.
Were there identifiable gaps in the data? Please explain.	There were no identifiable gaps.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Recruitment for enrollment.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	N/A
Resources Needed	Monitoring of Classes, greater marketing, Institutional support
Responsibility Who is responsible for completing or implementing the modifications?	Dean of Instruction

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	KEY 2112: Keyboard Applied Music VI
Course Description	This course is a continuation of KEY 2111. It involves one private lesson per week in piano, organ, or other keyboard instrument. PREREQUISITE: KEY 2111 Keyboard Applied Music V or consent of the instructor. Lecture.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	-	1	-	-	2
Credit Hours Produced	-	1	-	-	2
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	-	100%	-	-	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU 8/23/19

How does the data support the course goals? Elaborate.	The course goal, demonstrate competency though successful completion of vocal jury or other public performance at discretion of instructor, was measured at 100% success rate over the five year period.
What disaggregated data was reviewed?	The data was disaggregated by year enrolled, course enrolled, and course success.
Were there identifiable gaps in the data? Please explain.	There were no identifiable gaps.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Recruitment for enrollment.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	NA
Resources Needed	Monitoring of Classes, greater marketing, Institutional support
Responsibility Who is responsible for completing or implementing the modifications?	Dean of Instruction

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	KEY 2113: Keyboard Applied Music VII
Course Description	This course is a continuation of KEY 2112. It involves one private lesson per week in piano, organ, or other keyboard instrument. PREREQUISITE: KEY 2112 Keyboard Applied Music VI or consent of the instructor. Lecture.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	2	1	-	-	-
Credit Hours Produced	2	1	-	-	-
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	-	-	-
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU 8/23/19

How does the data support the course goals? Elaborate.	The course goal, demonstrate competency though successful completion of vocal jury or other public performance at discretion of instructor, was measured at 100% success rate over the five year period.
What disaggregated data was reviewed?	The data was disaggregated by year enrolled, course enrolled, and course success.
Were there identifiable gaps in the data? Please explain.	There were no identifiable gaps.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Recruitment for enrollment.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	N/A
Resources Needed	Monitoring of Classes, greater marketing, Institutional support
Responsibility Who is responsible for completing or implementing the modifications?	Dean of Instruction

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	KEY 2114: Keyboard Applied Music VIII
Course Description	This course is a continuation of KEY 2113. It involves one private lesson per week in piano, organ, or other keyboard instrument. PREREQUISITE: KEY 2113 Keyboard Applied Music VII or consent of the instructor. Lecture.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	2	-	-	-	-
Credit Hours Produced	2	-	-	-	-
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	-	-	-	-
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU 8/23/19
How does the data support the course goals? Elaborate.	Not enough data to evaluate.				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Recruitment for enrollment.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	N/A
Resources Needed	Monitoring of Classes, greater marketing, Institutional support
Responsibility Who is responsible for completing or implementing the modifications?	Dean of Instruction

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	LET 2111: Creative Writing
Course Description	This course is an introduction to the principles, problems, and processes involved in writing creatively. The course includes a study of structure and stylistic elements in a variety of genres with emphasis upon directed writing assignments. The course partially fulfills the humanities degree program. PREREQUISITE: ENG 1111 Composition I or ENG 1121 Composition and Analysis. Lecture / Lab.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	21	15	15	4	36
Credit Hours Produced	63	45	45	12	108
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	100%	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU 8/23/19

How does the data support the course goals? Elaborate.	The success rate was 100% each year.
What disaggregated data was reviewed?	Delivery methods (online/traditional) and gender (male/female).
Were there identifiable gaps in the data? Please explain.	All students passed successfully, regardless of delivery method or gender.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Enrollment was low in year 4; therefore, make sure that the class is advertised each year to keep enrollment consistent.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Make sure that students are aware of this class.
Resources Needed	High-speed internet access for students.
Responsibility Who is responsible for completing or implementing the modifications?	Full-time or part-time faculty and deans

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	LET 2113: Creative Fiction
Course Description	This course is an introduction to the principles and processes of fiction writing with a major emphasis on the short story. It deals with the actual writing and critiquing of short fiction. Included will be a study of structure and stylistic elements of fiction. PREREQUISITE: ENG 1111 Composition I or consent of instructor. Lecture.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	0	0	32	12
Credit Hours Produced	0	0	0	96	36
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	0	0	0	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU 8/23/19
How does the data support the course goals? Elaborate.	When the class was offered, students were successful.				
What disaggregated data was reviewed?	Delivery methods (online/traditional) and gender (male/female)				
Were there identifiable gaps in the data? Please explain.	All students passed successfully, regardless of delivery method or gender				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Ensure that the class is available.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Ensure that faculty are available to teach this class.
Resources Needed	High-speed internet for students.
Responsibility Who is responsible for completing or implementing the modifications?	Full-time or part-time faculty and deans.

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts				
Course Title	LIT 2101: Introduction to Literature				
Course Description	Introduction to Literature presents the basic techniques of poetry, drama, and fiction. PREREQUISITE: ENG 1111 Composition I or consent of instructor. Lecture.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	88	83	29	50	48
Credit Hours Produced	264	249	87	150	144
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	89.16%	96%	100%	91.3%	95.65%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	H3 900	H3 900	H3 900	H3 900	H3 900
How does the data support the course goals? Elaborate.	Majority of students achieved the course goals consistently each year.				
What disaggregated data was reviewed?	The data identified that the students who took the class in the hybrid format were the most successful in reaching course goals, while the online students were less than 1% more successful than the traditional students. Also looked at data based on gender (172 female; 102 male).				
Were there identifiable gaps in the data? Please explain.	Data identifies that hybrid students were the most successful in attaining course goals. Fairly close breakdown of male and female; and, groups achieve at similar rates (DFWI for females was 6.4%; for males it was 6.86%, so no appreciable difference).				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Monitoring of Classes by administration. Students are achieving. Current instruction is meeting expectations.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Students are consistently achieving course goals and objectives. Faculty should continue utilization of teaching methods and approaches with inclusion of multicultural authors and works.
Resources Needed	None.
Responsibility Who is responsible for completing or implementing the modifications?	Full-time and online instructors and Dean.

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	LIT 2111: American Literature to 1855
Course Description	American Literature to 1855 is a study of American authors from colonial times through the Romantic Movement, with emphasis on historical trends and major authors through analysis of representative texts. PREREQUISITE: ENG 1111 Composition I or consent of instructor. Lecture.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	6	2	2	56	60
Credit Hours Produced	18	6	6	168	180
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	100%	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	H3 914	H3 914	H3 914	H3 914	H3 914

How does the data support the course goals? Elaborate.	The majority of students achieved the course goals consistently each year.
What disaggregated data was reviewed?	Breakdown of delivery method – online vs. traditional. Within past 5 years, majority of students only able to take class f2f. Also, breakdown on gender – fairly equal distribution (female = 66; males = 53).
Were there identifiable gaps in the data? Please explain.	Hard to make comparisons when overwhelming majority of students can only take the class f2f. No difference in gender – 100% of both genders finished class with a C or better.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Monitoring of Classes by administration. Over past 5 years, students have consistently achieved learning outcomes and class goals, with 100% of students achieving a C or better in their final grade. Instructors will continue with their current instruction and assessment efforts.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	No future modifications needed at this time.
Resources Needed	None.
Responsibility Who is responsible for completing or implementing the modifications?	All FT, PT, and dual credit faculty and college Deans.

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts				
Course Title	LIT 2112: American Literature Since 1855				
Course Description	American Literature Since 1855 is a study of American authors from the Age of Realism through the Modern Period, with emphasis on literary trends and major authors through analysis of representative texts. PREREQUISITE: ENG 1111 Composition I. Lecture.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	13	8	21	52	63
Credit Hours Produced	39	24	63	156	189
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	71.43%	89.47%	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	H3 915	H3 915	H3 915	H3 915	H3 915
How does the data support the course goals? Elaborate.	With exception of Year 2, students perform well on learning outcomes each year. It seems that Year 2 was more of a fluke year, as we've maintained strong consistency the past 3 years.				
What disaggregated data was reviewed?	Course delivery method (online, hybrid, and f2f). Majority of students took class in f2f format, and approximately 98% of students finished with a C or better. Students in the online and hybrid courses, while a much smaller sample, had 100% finish with a C or better. Gender (male and female) was reviewed as well.				
Were there identifiable gaps in the data? Please explain.	No real gaps identified. No matter the delivery method, students achieved at a high level; likewise, there wasn't much discrepancy between gender performances.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Overall, current instruction is satisfactory and should be maintained.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	No future modifications needed at this time.
Resources Needed	None.
Responsibility Who is responsible for completing or implementing the modifications?	All FT, PT, and dual credit faculty and college Deans.

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	LIT 2121: English Literature to 1800
Course Description	A study of English prose, poetry, and drama from the Middle Ages through the Restoration is covered in this course with emphasis on literary trends and major authors through analysis of representative texts. PREREQUISITE: ENG 1111 Composition I or consent of instructor. Lecture.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	7	0	0	0	0
Credit Hours Produced	21	0	0	0	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	0	0	0	0
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	H3 912	H3 912	H3 912	H3 912	H3 912

How does the data support the course goals? Elaborate.	The course has only been taught once in the past 5 years, so not much data to go on. However, the one year it was offered, all students did well and successfully achieved course goals and outcomes.
What disaggregated data was reviewed?	Delivery method and gender. All classes were traditional. 3 females and 4 males represented.
Were there identifiable gaps in the data? Please explain.	N/A – only data available was for traditional format. And, gender data also similar – 100% of males and females finished with a C or better.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Monitoring of Classes by administration. The course is largely inactive, having only been offered one time in the district within the past 5 years.
Rationale Provide a summary of the review findings and a rationale for any future modifications.	No future modifications needed at this time. Course remains inactive on district schedules.
Resources Needed	None.
Responsibility Who is responsible for completing or implementing the modifications?	All FT, PT, and dual credit faculty and college Deans.

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	LIT 2122: English Literature Since 1800
Course Description	A study of English prose, poetry, and drama from the Romantics to the present will be covered with emphasis on literary trends and major authors through analysis of representative texts. PREREQUISITE: ENG 1111 Composition I or consent of instructor. Lecture.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	6	21	14	5	5
Credit Hours Produced	18	63	42	15	15
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	88.24%	92.31%	80%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	H3 913	H3 913	H3 913	H3 913	H3 913

How does the data support the course goals? Elaborate.	Students taking this class have been successful in completing the course.
What disaggregated data was reviewed?	By online and traditional delivery methods.
Were there identifiable gaps in the data? Please explain.	A small gap in delivery methods. Online 10% DFWI rate. Traditional was 8.33%. No appreciable difference. Female to male ratio was 28 female/18 male--60/40%.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Monitoring of Classes by administration
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Work with Deans and advisers to explore course offerings – perhaps limiting offerings, or offering in alternative formats to attract more students.
Resources Needed	None.
Responsibility Who is responsible for completing or implementing the modifications?	All FT, PT, and dual credit faculty with college Deans.

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	LIT 2131: World Literature to 1620
Course Description	World Literature to 1620 is a historical, critical, and analytical study of representative ancient and medieval literature. PREREQUISITE: ENG 1111 Composition I or consent of instructor. Lecture.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	0	0	0	7
Credit Hours Produced	0	0	0	0	21
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	0	0	0	0	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	H3 906	H3 906	H3 906	H3 906	H3 906

How does the data support the course goals? Elaborate.	The course has only been offered once in the last 5 years, so not much data to go by. However, when it was offered in Year 5, all students achieved the stated goals and course outcomes.
What disaggregated data was reviewed?	Delivery method and gender. All classes were "traditional." Limited enrollment – only 4 females and 3 males represented.
Were there identifiable gaps in the data? Please explain.	N/A. Only one year of data available, and all students took class in traditional format. No difference in gender – 100% of male and female students finished with a C or better.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Based on available data, no changes are needed at this time. The course is offered in limited quantity district-wide, so with only one year of data available, it's difficult to make any substantive changes. We will continue to monitor enrollment and make changes as needed.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	No modifications needed at this time. Class is largely inactive district-wide.
Resources Needed	None.
Responsibility Who is responsible for completing or implementing the modifications?	All FT, PT, and dual credit faculty and college Deans.

Performance and Equity					
Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Humanities/Fine Arts				
Course Title	LIT 2132: World Literature Since 1620				
Course Description	World Literature since 1620 is a historical, critical, and analytical study of representative literature from the Age of Neoclassicism to the present. PREREQUISITES: ENG 1111 Composition I or consent of instructor. Lecture.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	4	0	16	1	5
Credit Hours Produced	12	0	48	3	15
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	0	100%	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	H3 907	H3 907	H3 907	H3 907	H3 907
How does the data support the course goals? Elaborate.	The success rate was 100% each year.				
What disaggregated data was reviewed?	Delivery method – independent study (only 1 student), and fairly equal amount in online (10 students) and traditional (12 students). Gender (male/female) was also reviewed.				
Were there identifiable gaps in the data? Please explain.	No difference. No matter the format/delivery method or gender, 100% of students finished with a C or better.				

Academic Course Review Results	
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Try to increase enrollment in this class. Other than Year 3, class is consistently below 10. Often, it barely meets the threshold for a "full" course and so either gets cancelled or runs as independent study.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Even though this is a low enrolled class, students were successful.
Resources Needed	Classrooms with computer access.
Responsibility Who is responsible for completing or implementing the modifications?	All FT, PT, and dual credit faculty with college Deans.

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	LIT 2135: Women in Literature
Course Description	This course will examine the ways in which women are represented in various genres of literature. The course will cover various time periods, focusing on a wide range of women's experiences. Women as writers and as characters will be examined. The historical and social considerations both within the texts and surrounding the writers and how they influence the role of women in literature will also be examined. PREREQUISITE: ENG 1111 Composition I or consent of instructor. Lecture.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	22	16	13	26	26
Credit Hours Produced	66	48	39	78	78
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	83.33	93.33	66.67	90.91	95.65
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	H3 911D	H3 911D	H3 911D	H3 911D	H3 911D

How does the data support the course goals? Elaborate.	With the exception of year 3, the students are showing consistent ability to meet the course goals.
What disaggregated data was reviewed?	Data was reviewed for delivery methods: "correspondence," online, and traditional. Also by gender – 87 female and 3 male.
Were there identifiable gaps in the data? Please explain.	Success rate for correspondence and traditional delivery was 100%; 86% for online. Definite gap in gender number, which is to be expected given course title ("Women in Literature"). 100% of males finished with a C or better; 87% of females finished with C or better. While a gap of 13%, males only represent 3 students out of the whole, while females are everything else, so difficult to make real comparisons.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Overall, Monitoring of Classes by administration. Year 3 presented a drop in data from prior and later years, which is interesting. However, course has rebounded well in most recent years, which is promising. Instructor will continue to monitor in future years. Because of gender data, we should look into attracting more males to the class. Many are likely "scared" off by the course title but having other gendered voices in the class helps offer a more balanced perspective and comprehensive worldview.
Rationale Provide a brief summary of the review findings and a	Work with Deans and advisers to attract more males to the course to better balance the numbers.

rationale for any future modifications.	
Resources Needed	None.
Responsibility Who is responsible for completing or implementing the modifications?	All PT/FT faculty and college deans.

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts				
Course Title	LIT 2141: Understanding Poetry				
Course Description	This course fosters understanding and enjoying poetry, with emphasis on reading and analyzing many poems, particularly the shorter forms, selected from old and new poetry. PREREQUISITE: ENG 1111 Composition I or consent of instructor. Lecture.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	0	9	8	3
Credit Hours Produced	0	0	25	24	9
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	0	0	66.67%	75%	50%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	H3 903	H3 903	H3 903	H3 903	H3 903
How does the data support the course goals? Elaborate.	The data demonstrates that students are not meeting the course goals and are thus not engaging successfully with the course content.				
What disaggregated data was reviewed?	Delivery method and gender. Class only offered in an online format. Similar gender numbers – 9 female, 7 male.				
Were there identifiable gaps in the data? Please explain.	No difference in delivery method – all students were in online format. Male students did better in class – 71% of males finished with C or better, but only 67% of females finished with C or better.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	The course will need to be evaluated more closely in the coming academic years in order to identify the causes of the problems with student engagement.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Upon review of data in the coming years, the course and/or instructor may need to make changes to the course content, instructional methods, or other elements in order to increase student engagement.
Resources Needed	None at this time.
Responsibility Who is responsible for completing or implementing the modifications?	All PT/FT faculty and college deans.

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts				
Course Title	LIT 2142: Understanding Drama				
Course Description	This course emphasizes understanding and appreciating drama and includes reading and analyzing a variety of plays. PREREQUISITE: ENG 1111 Composition I or consent of instructor. Lecture.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	0	3	2	0
Credit Hours Produced	0	0	9	6	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	0	0	50%	50%	0
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	H3 902	H3 902	H3 902	H3 902	H3 902
How does the data support the course goals? Elaborate.	Limited data available (only 2 out of 5 years). Based on available data, students don't consistently achieve the learning goals and have limited engagement with course material.				
What disaggregated data was reviewed?	Gender (male/female) and delivery method (online/traditional)				
Were there identifiable gaps in the data? Please explain.	The only data available on delivery method identified 4 out of the 5 students as online, with 2 male students and 2 female and a 50% pass rate.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Based on data, it appears changes are needed. However, of the two years we have data available, course enrollment is very low (only 2-3 students). Thus, these are not considered "full enrollment" courses and will only run as independent study, which may be part of the problem. The course will need to be evaluated more closely in the coming academic years in order to identify the causes for the problems with student engagement.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Upon review of data in coming years, the course and/or instructor may need to make changes to the course content, instructional methods, or other elements in order to increase student engagement.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	All FT, PT, and dual credit faculty with college Deans.

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	LIT 2143: Understanding the Short Story
Course Description	Reading and analysis of short stories from a variety of periods. Approaches to determining literary meaning, form, and value. PREREQUISITE: ENG 1111 Composition I or consent of the instructor. Lecture.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	34	23	29	19	15
Credit Hours Produced	102	69	87	57	45
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	93.94%	85.71%	92%	87.5%	66.67%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	H3 901	H3 901	H3 901	H3 901	H3 901

How does the data support the course goals? Elaborate.	Majority of students consistently achieved course goals each semester up until Year 5, where students significantly decreased the success rate.
What disaggregated data was reviewed?	Data reveals the traditional class attained the course objectives more often than the hybrid and online classes. The correspondence students scored 100%; while the traditional students scored just under 93%, the online students scored 77.27%, and the hybrid students scored 71.43%. 69 females enrolled, 41 males; 62% vs 37%. Females were successful at a significantly higher rate, 97.75 % vs 78%.
Were there identifiable gaps in the data? Please explain.	However, Year 5 students scored significantly lower than the previous year. Further study of additional results will need to be done to explain this gap. Additional gaps are between the traditional students and the online and hybrid students, which need to be further explored.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Year 5 was the only year in which results dropped below acceptable levels, which merits further investigation. Based on other years' data, it appears students are able to achieve the desired outcomes. Intended step of continue to monitor to see if results rebound in future years. Continue with current method of instruction and assessment.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	No future modifications needed at this time.

Resources Needed	None.
Responsibility Who is responsible for completing or implementing the modifications?	Full-time and online instructors in addition to the Dean.

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts				
Course Title	LIT 2144: Understanding the Novel				
Course Description	This course emphasizes understanding and appreciating the novel. It includes an analysis of the novel as a literary form, with representative examples from the 18th, 19th, and 20th centuries. PREREQUISITE: ENG 1111 Composition I or instructor approval. Lecture.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	0	32	11	0
Credit Hours Produced	0	0	96	33	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	0	0	100%	100%	0
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU 8/23/19
How does the data support the course goals? Elaborate.	Based on the data, the students are achieving the course goals.				
What disaggregated data was reviewed?	Delivery method and gender. All students took class in traditional format. With gender, 33 students were female and 10 were male.				
Were there identifiable gaps in the data? Please explain.	No difference in delivery method – class only offered in traditional format. Gender also had no difference. 100% of males and females finished class with a C or better.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	With only two years of data and student success across the board, emphasis could be on increasing enrollment of this course.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Work with college advisers and deans to increase offerings and attract more attention to this course. Perhaps look into alternative course offerings; it's only offered in traditional format, so perhaps exploring hybrid or online to appeal to more students.
Resources Needed	None.
Responsibility Who is responsible for completing or implementing the modifications?	All FT/PT faculty with college deans.

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	LIT 2145: Children's Literature
Course Description	Children's Literature provides a study of the major genres, themes, and critical concerns of literature written for children and young adults with special attention to the historical, social, and cultural contexts that have influenced literature for young people. Written reactions to texts and formal interpretations of the literature are integral components of the course. Students will also critically analyze the age-appropriateness of children's books as well as strategies for writing about cultural, ethnic, religious, and societal implications and differences. PREREQUISITE: ENG 1111 Composition I. Lecture.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	31	28	20	5	15
Credit Hours Produced	93	84	60	15	45
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	96.43%	96.43%	100%	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	H3 918	H3 918	H3 918	H3 918	H3 918

How does the data support the course goals? Elaborate.	The majority of the students consistently achieved the course goals.
What disaggregated data was reviewed?	Content delivery (traditional/hybrid) and gender (male/female). Data revealed that male students achieved course goals 100%, while 98% of female students achieved course goals.
Were there identifiable gaps in the data? Please explain.	None, except for the higher number of female students, who constituted 91% of the classes.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No actions need to be taken at this time. Continue to collect and monitor data.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	No modifications needed.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	All PT/FT faculty and college deans.

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	LIT 2151: Shakespeare
Course Description	This course includes a study of Elizabethan theater and Shakespearean stage conventions. Representative tragedies, comedies, and histories will be studied with emphasis on Shakespeare's style, characterization, and philosophy. PREREQUISITE: ENG 1111 Composition I or instructor's approval. Lecture.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	9	4	16	N/A	12
Credit Hours Produced	27	12	48	0	36
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	100%	0	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	H3 905	H3 905	H3 905	H3 905	H3 905

How does the data support the course goals? Elaborate.	Majority of students consistently achieved course goals each semester.
What disaggregated data was reviewed?	Students were broken out by correspondence, online, and traditional delivery methods. Both genders of male and females were equally successful in achieving course objectives at 100%.
Were there identifiable gaps in the data? Please explain.	No difference was noted in student success from any delivery method.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Continue with current method of instruction and assessment.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	No modifications needed.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Full-time and online instructors in addition to the Dean.

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts				
Course Title	LIT 2171: Topics in Literature				
Course Description	This course deals with topics and areas of literature not studied in survey or genre courses. Topics vary. PREREQUISITE: ENG 1111 Composition I or consent of instructor. Lecture. Variable. Repeatable 3 times.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	5	29	39	0	6
Credit Hours Produced	15	85	107	0	3
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	100%	100%	100%
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.	The data shows that students are consistently meeting course goals.				
What disaggregated data was reviewed?	Delivery method (traditional/online) and gender (male/female). Both genders of male and female equally were successful attaining the course objectives at 100%.				
Were there identifiable gaps in the data? Please explain.	Only in terms of the higher numbers of female students, who constitute 70% of students.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No actions need to be taken, only continuing to collect and monitor data.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	No modifications needed.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	All PT/FT faculty and college deans.

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	LIT 2181: Mythology
Course Description	This course deals with topics and areas of literature not studied in survey or genre courses. Topics vary. PREREQUISITE: ENG 1111 Composition I or consent of instructor. Lecture. Variable. Repeatable 3 times.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	96	90	56	58	48
Credit Hours Produced	291	270	168	174	144
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	91.67	93.51	90.2	86.54	88.1
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	H9 901	H9 901	H9 901	H9 901	H9 901
How does the data support the course goals? Elaborate.	Majority of students consistently achieved course goals each semester. Both the gender of male and female in the course are within 2% for successful completion of class.				
What disaggregated data was reviewed?	Data on online and traditional enrollment and gender. Data revealed 90% of females successfully completed the course, while 92% of males successfully completed the class.				
Were there identifiable gaps in the data? Please explain.	Yes. Online was 17.86% DFWI; Traditional was 6.31%.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Continue with current method of instruction and assessment in traditional classroom; consider more evaluation/assessment of the online environment to find reasons for the higher DFWI rate.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The data shows that more students are failing to meet course goals and/or engage with the course content in the online classroom environment, so closer evaluation is needed to identify the reasons.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Full-time and online instructors in addition to the Dean.

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	LIT 2191: Introduction to American Folklore
Course Description	This course deals with topics and areas of literature not studied in survey or genre courses. Topics vary. PREREQUISITE: ENG 1111 Composition I or consent of instructor. Lecture. Variable. Repeatable 3 times.

	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	0	0	0	0	0
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	H9 901	H9 901	H9 901	H9 901	H9 901

How does the data support the course goals? Elaborate.	This course has not been offered and was being considered to be eliminated, but it will be taught again in the Spring 2020 semester in online and face-to-face formats. Dean and instructor are seeking IAI approval for this course.
What disaggregated data was reviewed?	N/A
Were there identifiable gaps in the data? Please explain.	N/A

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	This course has not been offered and was being considered to be eliminated, but it will be taught again in the Spring 2020 semester in online and face-to-face formats. Dean and instructor are seeking IAI approval for this course.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Course will be taught again in the Spring 2020 semester in online and face-to-face formats. Dean and instructor are seeking IAI approval for this course.
Resources Needed	None.
Responsibility Who is responsible for completing or implementing the modifications?	Full-time and online instructors in addition to the Dean.

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	MUS 1101: Music Appreciation
Course Description	Introduction to representative music masterpieces through perceptive listening. Emphasis on the elements of music, various forms and periods, and great composers and performances. Lecture.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	183	183	195	216	198
Credit Hours Produced	552	552	594	648	594
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	92%	93%	87%	91%	93%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	F1 900	F1 900	F1 900	F1 900	F1 900

How does the data support the course goals? Elaborate.	By the end of the semester, overall, students met course objectives.
What disaggregated data was reviewed?	Gender and delivery method were reviewed.
Were there identifiable gaps in the data? Please explain.	Success by gender and delivery method were overall consistent.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Although success rates in MUS 1101 were relatively good, we have determined that for students to fully grasp the purpose of this course (cultural understanding) students need to experience enriching, off-campus activities. As part of our assessment "close-the-loop" we intend to create opportunities for our students to go off campus to experience culture and the arts in an urban area. Over the next academic year, we plan to discuss with our Deans how to find the means to accomplish this. Students will then have a more fulfilling and complete experience in their Fine Arts courses at IECC.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Enrollment in this course has stayed consistent over the last 5 years and the success rate has also remained consistent. We expected to see a larger gap in DFWI between F2F and online delivery, however, they were almost identical. Typically online delivery sees a larger number of students who fail or do not finish the course.
Resources Needed	Funding for transportation and activities during cultural enriching trips.
Responsibility Who is responsible for completing or implementing the modifications?	Fine Arts Faculty and Deans

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	MUS 1102: History of American Music
Course Description	This course is designed to create interest in American music, its media, and basic concepts of form and style. Emphasis is placed upon appreciating and understanding trends in music of the United States through use of representative selections. Lecture.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	121	123	94	107	124
Credit Hours Produced	363	369	288	321	372
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	94%	90%	88%	87%	91%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	F1 904	F1 904	F1 904	F1 904	F1 904

How does the data support the course goals? Elaborate.	By the end of the semester, overall, students met course objectives.
What disaggregated data was reviewed?	Gender and delivery method were reviewed.
Were there identifiable gaps in the data? Please explain.	Overall, the enrollment and success rates were consistent with a slight dip in 2017 in both areas. Looking at disaggregated data for gender, females had a 2% higher success rate than males, which seems to follow trends across Fine Arts courses. MUS 1102 is delivered as hybrid, online, and F2F. They hybrid delivery had the lowest DFWI rate at 2.7%, followed by F2F at almost 8%, and lastly online at almost 23%. The obvious gap in success rate was the online delivery of MUS 1102. This is somewhat expected, as students tend to have trouble with time management, accountability, etc.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	In order to close the success rate gap between online delivery and the other delivery methods, instructors teaching this course could reorganize how they pace the course. Setting more boundaries as far as due dates for exams/discussions (Module gating) or setting up mandatory video lectures or chats could encourage more regular interaction from the students. It seems that sometimes, students simply fail to log in and spend time navigating the course. With an increase in options through Canvas, some of these things could be implemented starting Fall 2019 or Spring 2020.

Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	As stated above, the largest DFWI rate was in the online delivery method. Other data was mostly consistent.
Resources Needed	More Canvas training to implement use of advanced capabilities to encourage more interaction from online students.
Responsibility Who is responsible for completing or implementing the modifications?	Instructors

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	MUS 1103: Music in Multicultural America
Course Description	This course is a study of the role of music in the social and cultural life of the United States. The focus is on the varied and complex roles of music making in community life. Emphasis is given to the diversity of musical styles, genres, and repertoires that make up the American soundscape. Lecture.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	67	78	67	54	35
Credit Hours Produced	201	234	201	162	105
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	97%	100%	91%	88%	88%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	F1 905D	F1 905D	F1 905D	F1 905D	F1 905D

How does the data support the course goals? Elaborate.	The course goal, student will be able to identify the influence of different cultural backgrounds in the evolution of common musical genres as heard in America today, was measured successful at 92.8% over a five year period.
What disaggregated data was reviewed?	The data was disaggregated by year enrolled, course enrolled, and course success.
Were there identifiable gaps in the data? Please explain.	There were no identifiable gaps.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No intended action steps were identified.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	N/A
Resources Needed	N/A
Responsibility Who is responsible for completing or implementing the modifications?	Deans of Instruction

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	MUS 1104: World Music
Course Description	This course is a study of representative music of the non-western world using an active-listening approach. It will emphasize music's function within world cultures. Lecture.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	32	25	35	49	74
Credit Hours Produced	96	75	105	147	225
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	93%	88%	97%	91%	98%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	F1 903N	F1 903N	F1 903N	F1 903N	F1 903N
How does the data support the course goals? Elaborate.	Overall, students were able to achieve course outcomes by the end of the semester.				
What disaggregated data was reviewed?	Gender and delivery method were reviewed.				
Were there identifiable gaps in the data? Please explain.	There were no identifiable gaps in the data. A less significant observation was that success rates were very high in year 3 and 5. Year 1, 2 and 4 show success rates that seem to be closer to success rates in our other IAI Fine Arts courses (MUS 1101, 1102, 1103).				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	The only data that raises concern is the very high success rates in year 3 and 5. Opportunities similar to those mentioned in MUS 1101 (i.e. taking trips off campus to support culturally enriching experiences) would be beneficial in a course like World Music.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	MUS 1104 is only offered as a F2F course, so there was no disaggregated data for delivery method. Gender showed a 2% higher success rate for females than males, which is a common trend in our gender data for Fine Arts courses.
Resources Needed	Funding for off-campus trips.
Responsibility Who is responsible for completing or implementing the modifications?	Instructors and Deans.

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	MUS 1111: Music Fundamentals
Course Description	This course is designed primarily for non-music majors who have limited experience in music. This course is a beginning study of the fundamentals of music, musical nomenclature, and musicianship. Lecture.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	12	8	6	10	9
Credit Hours Produced	36	24	18	30	27
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	100%	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU 8/23/19

How does the data support the course goals? Elaborate.	Higher student success rate for students in MUS 1111. Course objectives and mission met with academic advisors.
What disaggregated data was reviewed?	Gender, race, age, and delivery method.
Were there identifiable gaps in the data? Please explain.	The demographics for this course match local numbers. Null gaps in disaggregated data. Very high success rate for students.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Continue course with institutional support and monitoring.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Highly successful course with high learning outcomes, no suggested changes currently, except for internal monitoring and continued assessment results.
Resources Needed	None currently
Responsibility Who is responsible for completing or implementing the modifications?	Full time faculty and Academic Deans.

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts				
Course Title	MUS 1112: Beginning Theory				
Course Description	This is a course in elementary music theory which does not presuppose a previous background in music. Music fundamentals, ear training, and introduction to harmony are covered. Lecture.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	8	25	23	13	14
Credit Hours Produced	24	75	69	18	21
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	100%	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU 8/23/19
How does the data support the course goals? Elaborate.	Overall, students were able to meet the outcomes for this course.				
What disaggregated data was reviewed?	Success rate 100% for all students.				
Were there identifiable gaps in the data? Please explain.	N/A				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	N/A
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	100% of students achieved the success rate. 100% success rates raise the concern of whether the course is challenging enough for the students. The lower enrollment numbers, however, could be part of the reason for the higher success rates. Classes for this course are usually comprised of 4-7 students.
Resources Needed	N/A
Responsibility Who is responsible for completing or implementing the modifications?	N/A

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts				
Course Title	MUS 1121: Music Theory, Sight Singing & Ear Training I				
Course Description	This course is a beginning study of the fundamentals of music and musicianship including written harmony, analysis, sight singing, ear training and dictation. Topics include scales and intervals, triads, harmonic progression, tonality and modality, 7th chords, figured bass, and the harmonic structure of the phrase. Melodic organization, voice leading, style analysis and the major-minor dominant seventh chord are also studied. Lecture / Lab.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	7	27	23	13	14
Credit Hours Produced	28	108	92	52	56
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	85%	100%	100%	84%	85%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU 8/23/19
How does the data support the course goals? Elaborate.	Overall, students were able to meet the goals of the course outcomes.				
What disaggregated data was reviewed?	Gender and delivery method were reviewed.				
Were there identifiable gaps in the data? Please explain.	Delivery method is F2F only. There was a significant gap (10%) between male and female DFWI rates. Females 2% and Males 12.5%. We also found the consistency in Years 1, 4, 5 and Years 2, 3 to be interesting. The enrollment during the years with 100% success rates were significantly higher as well—whether this is a correlation, we are not sure. This jump could be in a change of instructors teaching the courses (i.e. difficulty of the course).				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	In order to make sure that MUS 1121 is being taught similarly between colleges, the instructors should discuss their topics, pacing, and student ability level from year to year. We have done this unofficially in the past, however, because music theory is a difficult course for many students, if we as instructors share thoughts and resources, we could help strengthen and even out success rates.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The consistency of success rate during 3 of the 5 years reviewed followed by 2 years of 100% success rates with higher enrollment raises some questions. From year to year, we receive students with very different backgrounds, however, if we as instructors communicate our methods of teaching and resources, we can raise and even out those success rates.

Resources Needed	N/A
Responsibility Who is responsible for completing or implementing the modifications?	Theory Instructors and Deans

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	MUS 1122: Music Theory, Sigh Signing & Ear Training II
Course Description	This course is a continuing study of the fundamentals of music and musicianship including written harmony, analysis, sight singing, ear training and dictation. Topics include full and half-diminished seventh chords, modulation, non-dominant seventh chords, secondary dominants, binary and ternary form, popular songs, blues, boogie and jazz. PREREQUISITE: MUS 1121 Music Theory, Sight Singing & Ear Training I or consent of the instructor. Lecture / Lab.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	19	4	4	8	13
Credit Hours Produced	76	16	16	32	52
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	87.5%	100%	100%	100%	69.23%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU, UIUC	EIU, ISU, UIUC	EIU, ISU, UIUC	EIU, ISU, UIUC	EIU, ISU, UIUC 8/23/19

How does the data support the course goals? Elaborate.	4 of the 5 years, students met course outcomes. Year 5 shows a significant drop in success rate.
What disaggregated data was reviewed?	Gender and delivery method was reviewed. Only F2F (and one independent study) was offered.
Were there identifiable gaps in the data? Please explain.	There was a 4% difference in DFWI rates between female and male (Female 12.5% and Male 16%). This seems normal when looking at all Fine Arts courses. Overall, however, the DFWI rates were much higher due to the significant drop in success rate in year 5. One possibility for this is MUS 1122 is a continuation course that requires MUS 1121 as a prerequisite or consent of the instructor. Often times, the continuation courses will have varied levels of understanding because not all students mastered the material in the prerequisite course.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Instructors of MUS 1121 could introduce assessment methods that focus on the continuation of the student to the next level. Focusing on the big picture rather than on the course at hand could help all four sections of theory be more successful.
Rationale Provide a brief summary of the review findings and a	MUS 1122 showed a significant decrease in success rates in year 5. The 3 years of 100% success rates occurred on years that enrollment was lower.

rationale for any future modifications.	
Resources Needed	N/A
Responsibility Who is responsible for completing or implementing the modifications?	Theory Instructors and Academic deans

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts				
Course Title	MUS 2121: Music Theory, Sight Singing, & Ear Training III				
Course Description	This course is a continuing study of the fundamentals of music and musicianship including ear training, sight singing and dictation. Topics include sixteenth century polyphony, eighteenth century counterpoint, variation technique, Romanticism and altered chords. PREREQUISITE: MUS 1122 Music Theory, Sight Singing & Ear Training II or consent of the instructor. Lecture / Lab.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	7	1	0	6
Credit Hours Produced	0	28	4	0	24
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	0	100%	100%	0	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU 8/23/19
How does the data support the course goals? Elaborate.	Overall, students were able to meet the course outcomes.				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	No gaps in the data were observed.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Enrollment in these advanced theory courses could be increased with the addition of an AFA degree. Many students are driven away from IECC because we do not have an associates with a focus in the Fine Arts. While these classes will transfer, many students see this as a downfall to our institutions and decide to attend other schools. By adding an AFA, we increase the interest in our institutions for students interested in the Fine Arts, thus increasing enrollment in these higher level theory courses.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Once students reach the 3rd semester in the theory track (MUS 2121), they usually have an intention of transferring to a 4-year university to major in music or intend on continuing in music in some capacity. This makes the numbers for this course decrease significantly, but it could also be the reason for the increase in success rate. These students are serious about the topic at this point in the theory track. Theory I (MUS 1121) is mandatory for scholarship students at LTC which increases enrollment, however,

	these students are not always music majors, which decreases the level of care and interest in the subject.
Resources Needed	Exploration of AFA degree
Responsibility Who is responsible for completing or implementing the modifications?	Instructors, Deans, Presidents, District

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts				
Course Title	MUS 2122: Music Theory, Sight Singing, & Ear Training IV				
Course Description	This course is an advanced study of the fundamentals of music and musicianship including written harmony, analysis, sight singing, ear training and dictation. Topics include the sonata allegro form, rondo form, Post-Romantic & Impressionistic music, atonal music, and twelve tone set techniques. PREREQUISITE: MUS 2121 Music Theory, Sight Singing & Ear Training III or consent of the instructor. Lecture / Lab.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	4	6	0	0	5
Credit Hours Produced	16	24	0	0	20
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	40%	0	0	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU, UIUC	EIU, ISU, UIUC	EIU, ISU, UIUC	EIU, ISU, UIUC	EIU, ISU, UIUC 8/23/19

How does the data support the course goals? Elaborate.	2 of the 3 years this course was offered shows that overall, course outcomes were met.
What disaggregated data was reviewed?	Gender and delivery method was reviewed.
Were there identifiable gaps in the data? Please explain.	Year two shows only a 40% success rate of the 6 students enrolled. The other two years that the course was offered shows a 100% success rate. Gender only shows a 5% difference in success rate. These trends are similar to Theory II (MUS 1122) in that success rates were high with the exception of one year. For that course we explored the possibility that the course continuation course. This particular course requires MUS 2121 as a prerequisite or consent of the instructor. This also assumes that the student has completed MUS 1122 and MUS 1121. Often times, the continuation courses will have varied levels of understanding because not all students mastered the material in the prerequisite course.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Instructors of MUS 2121 could introduce assessment methods that focus on the continuation of the student to the next level. Focusing on the big picture rather than on the course at hand could help all four sections of theory be more successful.
Rationale Provide a brief summary of the review findings and a	Enrollment remained similar over the 3 years reviewed. Success rates dropped significantly in year 2. A different method of

rationale for any future modifications.	assessment and communication between instructors may help with the "bigger picture" in continuation courses such as these.
Resources Needed	N/A
Responsibility Who is responsible for completing or implementing the modifications?	Instructors

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	MUS 2131: Music History I
Course Description	The historical development of Western music, including various musical styles and periods, and the contributions of key composers, conductors, and performers in shaping the Western musical tradition. Emphasizes concepts, structure, musical idioms and aesthetics. Lecture / Lab.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	6	7	0	0	0
Credit Hours Produced	24	28	0	0	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	80%	75%	0	0	0
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	F1 901	F1 901	F1 901	F1 901	F1 901

How does the data support the course goals? Elaborate.	Students somewhat met course outcomes.
What disaggregated data was reviewed?	Gender and delivery method were reviewed.
Were there identifiable gaps in the data? Please explain.	No significant gaps were observed in the data.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	This course is important to students wishing to transfer to a 4-year university and study music. None of the IECC schools have offered this course in the last 3 years due to instructors' overload. None of the instructors that would be qualified to teach this course have time to offer it due to the already heavy load they carry. More adjunct help is always needed. Offering this course once a year and alternating between OCC and LTC could be a solution (so offering it once every two years per campus). Also, developing this course as an online course may be most beneficial and provide the best opportunity and highest enrollment for the campuses.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The data from years 1 and 2 shows moderate success. This course has not been offered in 3 years due to the schedules of the qualified instructors. Offering this course as online or alternating between campuses could help with instructor load while providing more opportunity for those needing the course.
Resources Needed	More qualified adjuncts
Responsibility Who is responsible for completing or implementing the modifications?	Instructors and Deans

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts				
Course Title	PHI 1103: Survey of the New Testament				
Course Description	This course is an introductory survey study of the New Testament with emphasis on historical and cultural contexts, past and present. Lecture. Variable.				
	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	0	0	0	0	0
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU, WIU	EIU, ISU, WIU	EIU, ISU, WIU	EIU, ISU, WIU	EIU, ISU, WIU 8/23/19
How does the data support the course goals? Elaborate.	There has been no enrollment the last five years.				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Review course for possible withdrawal.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	N/A
Resources Needed	N/A
Responsibility Who is responsible for completing or implementing the modifications?	Deans of Instruction

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts				
Course Title	PHI 1111: Introduction to Philosophy				
Course Description	This course is an introduction to the principles and problems in Philosophy. Major philosophers and schools of philosophical thought are studied. Lecture.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	92	109	92	107	98
Credit Hours Produced	276	333	276	321	300
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	87.5%	85.52%	87.06%	85.26%	90.91%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	H4 900	H4 900	H4 900	H4 900	H4 900
How does the data support the course goals? Elaborate.	Students are successful in achieving course goals and course outcomes. The success rate of the course indicates a better than average pass rate with a C or above. This indicates that the course outcomes were met by a vast majority of the students.				
What disaggregated data was reviewed?	Delivery method and gender. Course has been taught with online, hybrid, and traditional options. Most students take class online (188) with online and traditional fairly similar (120 and 127, respectively). Fairly equal amounts of male and female students take the class (females 178; males 145).				
Were there identifiable gaps in the data? Please explain.	With delivery method, online and traditional have a close DFWI rate. However, students in the hybrid class did much better (97% finish with a C or better, whereas the other methods yield 82-85% of students finishing with C or better). It appears students like the mix of working independently online but still having a designated teacher for face-to-face instruction and questions. Regarding gender, there was no appreciable difference (females did approx. 3% better than males).				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Continue with current method of instruction and course offering based upon the number and % of successful completers. Based on success of hybrid sections over past 5 years, district should consider adding more of those sections.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Consult with Deans and advisers about adding more hybrid sections, as they seem to be most successful in terms of DFWI rates.

Resources Needed	None.
Responsibility Who is responsible for completing or implementing the modifications?	Faculty who teach this course online and/or face to face, college Deans.

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	PHI 2101: Introduction to Ethics
Course Description	A study of the principal ethical theories and concepts of human conduct and character, as well as a critical evaluation of these theories and concepts as they apply to particular moral problems and decisions. Transfer students will continue to take PHI 2101 as an IAI GECC articulated three credit hour course. Lecture. Variable. Repeatable 1 time.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	202	319	415	405	352
Credit Hours Produced	592.00	944.00	1260.00	1224.00	1065.00
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	91.85%	92.10%	92.63%	90.21%	92.45%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	H4 904	H4 904	H4 904	H4 904	H4 904

How does the data support the course goals? Elaborate.	Students are successful in achieving course goals and course outcomes.
What disaggregated data was reviewed?	Delivery method and gender. Course was offered in correspondence, traditional, hybrid, and online formats. Traditional format comprised the majority of students (over 1000, with the other formats approx. 200; correspondence was only 2 students). More females than males took the class (females 896; males 656)
Were there identifiable gaps in the data? Please explain.	No appreciable difference between traditional and online. Hybrid students did slightly better (95% pass with a C or better; traditional/online 91%). With gender, also no appreciable difference – approx. 2% difference in DFWI rates.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	In Year One fall semester, writing skills were identified as somewhat deficient. Beginning in Year One spring semester all students were trained and required to use the Online Writing Lab and/or face-to-face tutoring. Beginning Second Year and continuing thereafter, all WVC students were trained in use of Online Writing Lab and individual student's writing skills were assessed on first writing assignment and only those found deficient were required to use Online Writing Lab and/or face-to-tutoring.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Student writing skills improved.

Resources Needed	Expanded writing tutoring.
Responsibility Who is responsible for completing or implementing the modifications?	All FT, PT, and dual credit faculty with college Deans.

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts

Course Title	PHI 2111: Introduction to Logic

Course Description	This course is an introduction to formal reasoning and includes studies in language and meaning, deduction and induction, evidence, syllogistic argument and propaganda. Lecture.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	183	176	170	164	145
Credit Hours Produced	564	528	519	495	435
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	86.54%	89.87%	93.67%	89.19%	87.14%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	H4 906	H4 906	H4 906	H4 906	H4 906

How does the data support the course goals? Elaborate.	Students are successful in achieving course goals and course outcomes. The success rate of the course indicates a better than average pass rate with a C or above. This indicates that the course outcomes were met by a vast majority of the students.
What disaggregated data was reviewed?	Delivery method and gender. Course offered in traditional, online, hybrid, and correspondence. Most students took class in traditional format, with online the next highest. Fairly similar levels among male and female (females = 357; males = 400).
Were there identifiable gaps in the data? Please explain.	No appreciable difference in delivery method. Whether online or traditional, approx. 89% of students pass with a C or better. Likewise, male and females achieve at similar rates.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Continue with current method of instruction and course offering based upon the number and % of successful completers.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	No modifications needed at this time.
Resources Needed	None.
Responsibility Who is responsible for completing or implementing the modifications?	Faculty who teach this course online and/or face to face, with college Deans.

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	PHI 2121: Philosophy of Religion
Course Description	This course is a philosophical analysis of selected religious concepts and beliefs such as the existence of God, nature of good and evil, after-life and ethics. Lecture.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	89	51	49	94	79
Credit Hours Produced	267	153.00	147.00	282.00	237.00
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	91.78%	85.71%	95.35%	91.21%	98.47%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	H4 905	H4 905	H4 905	H4 905	H4 905

How does the data support the course goals? Elaborate.	The data indicates students are successful in achieving course goals.
What disaggregated data was reviewed?	Delivery method and gender. Course offered in traditional, online, and hybrid formats. Hybrid and traditional are most popular formats. Similar levels of male and female (males 145; females 178).
Were there identifiable gaps in the data? Please explain.	Students in traditional class, approx. 91% of students finish with a C or better. In hybrid, approx. 95% finish with C or better. Fully online, however, had a much bigger gap, in those sections, only 75% of students finished with a C or better. Gender showed no appreciable difference (females performed approx. 3% better).

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Due to success rates in fully online classes, we need to more closely monitor those sections. Although online format comprised smallest number of students, having such a large gap in their success rate compared to other formats is concerning. Online sections may need additional review by the Quality Matters online committee.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Additional review of the online sections to ensure quality and rigor of instruction.
Resources Needed	None.
Responsibility Who is responsible for completing or implementing the modifications?	All FT, PT, and dual credit faculty, with college Deans.

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	PHI 2141: Ethics in the Medical Community
Course Description	This course covers ethical issues related to health science professions. Topics include professional ethics, science and the person, morality, consumer protection, euthanasia, abortion, human experimentation, biotech, cloning, organ transplant, fetal tissue research, the criteria for death, and the rights of patients. Lecture.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	60	37	55	47	53
Credit Hours Produced	195	111	168	144	162
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	90.74%	96.55%	83.67%	89.47%	87.23%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU	EIU, ISU, UIUC, WIU 8/23/19

How does the data support the course goals? Elaborate.	Students are successful in achieving course goals and course outcomes. The success rate of the course indicates a better than average pass rate with a C or above. This indicates that the course outcomes were met by a vast majority of the students.
What disaggregated data was reviewed?	Delivery method and gender. Course is offered in correspondence, hybrid, online, and traditional method. Most students take the course in online format. Class is predominantly female (200 females, but only 10 males)
Were there identifiable gaps in the data? Please explain.	No appreciable difference between hybrid and traditional success rates. However, students in online courses did worse, 83% finished with a C or better, compared with traditional/hybrid, in which 98% finished with a C or better. Definite gap in gender, with almost all students being female. However, the class is likely taken by nursing students, which statistically are mostly female.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Continue with current method of instruction and course offering based upon the number and % of successful completers. Additional review of the online section(s) to determine if class structure is affecting student success.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Review online class to ensure quality and rigor of instruction compared to hybrid and traditional.

Resources Needed	None.
Responsibility Who is responsible for completing or implementing the modifications?	Faculty who teach this course online and/or face to face, with college Deans.

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	SOC 1109: Sociology of Religion
Course Description	Introduction to the concept of religion within society, treating the nature, origin, beliefs, practices and role that religion plays. This course is a survey of the sociological link between cultural perspectives and religious concepts and beliefs such as the existence of God, nature of good and evil, after-life and ethics. Lecture.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	0	0	0	24
Credit Hours Produced	N/A	N/A	N/A	N/A	72
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)	H5 900	H5 900	H5 900	H5 900	H5 900

How does the data support the course goals? Elaborate.	Only 1 year of data available, but in Year 5 students achieved learning goals.
What disaggregated data was reviewed?	Delivery method and gender. Course only offered in hybrid format. Fairly close breakdown of female and male (15 female, 9 male).
Were there identifiable gaps in the data? Please explain.	No gaps in data. 100% of students achieved in hybrid format, no matter gender.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No action steps needed. Course only offered in Year 5, so unable to make changes or modifications yet.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	No modifications needed. Will need additional data over next 5 years to see any trends.
Resources Needed	None.
Responsibility Who is responsible for completing or implementing the modifications?	All FT and PT faculty, with college Deans.

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts				
Course Title	SOC 1110: Gods, Heroes, and Society				
Course Description	Interdisciplinary study of humanities themes; genres; and relationships from literary, historical and philosophical perspectives. This course is a survey of the sociological link between cultural perspectives and cultural myths from around the world focusing on gods and heroes. Lecture.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	0	8	20	14
Credit Hours Produced	N/A	N/A	24	60	42
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	N/A	N/A	60%	83.33%	78.57%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	H9 901	H9 901	H9 901	H9 901	H9 901
How does the data support the course goals? Elaborate.	Students only did somewhat well in Year 4. However, Years 3 and 5, students are under-achieving.				
What disaggregated data was reviewed?	Delivery method and gender. Course offered in traditional and online formats. Equal numbers in gender – females at 19, males at 18.				
Were there identifiable gaps in the data? Please explain.	Definite gaps in delivery method and gender. While 100% of students finished with a C or better in traditional format, only 50% of online students achieved a C or better. Thus, data shows students to markedly better when they have in-person instruction available. Likewise, females performed better than males – 84% of females finished with C or better compared to 72% of males.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Need more monitoring of this course. Achievement levels are not at appropriate levels. Likewise, online results are concerning, given students' low success rates.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	More oversight/review of online section(s) to ensure class meets Quality Matters guidelines and rigor.
Resources Needed	None.
Responsibility Who is responsible for completing or implementing the modifications?	All FT and PT faculty with college Deans.

Performance and Equity					
Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Humanities/Fine Arts				
Course Title	SPN 1111: Elementary Spanish I				
Course Description	This course is the first of a one-year introductory sequence in beginning Spanish. It is designed to develop basic skills in conversation, grammar and reading. Lecture / Lab.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	81	100	114	85	87
Credit Hours Produced	324	400	456	340	348
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	95%	99%	96%	95%	97%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU 8/23/19
How does the data support the course goals? Elaborate.	The course goals, assimilate the meaning of basic conversational words and use them correctly in sentences and recognize verb tenses presented in class and use them in spoken and written Spanish while avoiding serious grammatical errors, were measured at a success rate of 96.4% for the five year review period.				
What disaggregated data was reviewed?	The data was disaggregated by year enrolled, course enrolled, course success.				
Were there identifiable gaps in the data? Please explain.	There were no identifiable gaps.				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	None intended				
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	N/A				
Resources Needed	N/A				
Responsibility Who is responsible for completing or implementing the modifications?	Deans of Instruction				

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts				
Course Title	SPN 1121: Elementary Spanish II				
Course Description	This course is the second of a one-year introductory sequence in beginning Spanish designed to develop basic skills in conversation, grammar and reading. PREREQUISITE: SPN 1111 Elementary Spanish I or equivalent. Lecture / Lab.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	74	89	87	52	76
Credit Hours Produced	296	356	348	208	304
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	97%	97%	98%	100%	95%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU 8/23/19
How does the data support the course goals? Elaborate.	The course goal stated as recognize the verb tenses and moods presented in class and use them in both spoken and written Spanish while avoiding serious grammatical errors in those tenses and moods had a success rate of 97.4% over the five year review period.				
What disaggregated data was reviewed?	The data was disaggregated by year enrolled, course enrolled, and course success.				
Were there identifiable gaps in the data? Please explain.	There were no identifiable gaps.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	None were identified.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	NA
Resources Needed	NA
Responsibility Who is responsible for completing or implementing the modifications?	Deans of Instruction

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	SPN 2112: Intermediate Spanish I
Course Description	This course is the first of a second-year series in intermediate Spanish designed to augment and improve basic conversation, grammar, and reading. Spanish culture is also studied as well as some work in composition in Spanish. PREREQUISITE: SPN 1111 Elementary Spanish I and SPN 1121 Elementary Spanish II or equivalent. Lecture / Lab.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	17	9	17	9	10
Credit Hours Produced	68	36	68	36	40
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	100%	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU 8/23/19

How does the data support the course goals? Elaborate.	The course goal, to speak and write in Spanish using topics requiring moderate level word usage and read selected articles and short stories with comprehension concerning topics requiring moderate level word usage, was measured at a 100% success rate.
What disaggregated data was reviewed?	The data was disaggregated by year enrolled, course enrolled, and course success.
Were there identifiable gaps in the data? Please explain.	There were no identifiable gaps.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	There are no intended action steps currently identified.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	N/A
Resources Needed	N/A
Responsibility Who is responsible for completing or implementing the modifications?	Deans of Instruction

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	SPN 2121: Intermediate Spanish II
Course Description	A fourth semester course (or above) in a foreign language that is designed to increase proficiency in speaking, listening, reading and writing in the language as well as providing knowledge of the culture or cultures of peoples who speak the language. The nature of writing assignments must be appropriate to both the level and the target language. PREREQUISITE: SPN 2112 Intermediate Spanish I or equivalent. Lecture / Lab.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	N/A	8	7	9	1
Credit Hours Produced	N/A	32	28	36	4
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	N/A	100	100	100	100
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	H1 900	H1 900	H1 900	H1 900	H1 900

How does the data support the course goals? Elaborate.	The course goal stated as, Students will write paragraphs and answer questions in class using correct grammar also demonstrating correct pronunciation to the instructor in class and daily lessons, was measured at 100% successful for the five years in review.
What disaggregated data was reviewed?	The data was disaggregated by course enrolled, year enrolled, and course success.
Were there identifiable gaps in the data? Please explain.	There were no identifiable gaps.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No action steps were identified.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	N/A
Resources Needed	N/A
Responsibility Who is responsible for completing or implementing the modifications?	Deans of Instruction

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	VOC 1101: Class Voice I
Course Description	Designed for students with an interest in singing who have had no previous formal private instruction. Topics include the anatomy of the voice, basics of breathing, phonation, enunciation, and tone production. Students will be expected to perform as solo artists for their classmates. No previous music experience is required for this course. Lab.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	0	10	5	0
Credit Hours Produced	0	0	10.00	5.00	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	0	0	100%	100%	0
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU 8/23/19

How does the data support the course goals? Elaborate.	The course goal stated as Learn and prepare (on their own) a very simple song given ample time and resources, was measured at 100% successful.
What disaggregated data was reviewed?	The data was disaggregated by course enrolled, year enrolled, and course success.
Were there identifiable gaps in the data? Please explain.	There were no identifiable gaps.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Continue to recruit for enrollment
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	NA
Resources Needed	Instructor availability
Responsibility Who is responsible for completing or implementing the modifications?	Deans of Instruction

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	VOC 1111: Vocal Applied Music I
Course Description	This course involves one private lesson per week in voice. Lessons incorporate representative solo and study materials, a basic knowledge of appropriate literature, and develop performance skills, including public performance. Lecture.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	17	27	17	23	17
Credit Hours Produced	17	27	17	23	17
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	100%	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU 8/23/19

How does the data support the course goals? Elaborate.	The course goal stated as, demonstrate competency through successful completion of a vocal jury or other public performance at discretion of instructor, and was measured at 100% successful over the five year period.
What disaggregated data was reviewed?	The data was disaggregated by year enrolled, course enrolled, and course success.
Were there identifiable gaps in the data? Please explain.	There were no identifiable gaps.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No actions steps were identified as necessary.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	NA
Resources Needed	NA
Responsibility	Deans of Instruction

Who is responsible for completing or implementing the modifications?	

Performance and Equity
Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts				
Course Title	VOC 1112: Vocal Applied Music II				
Course Description	This course is a continuation of VOC 1111. It involves one private lesson per week in voice. PREREQUISITE: VOC 1111 Vocal Applied Music I or consent of the instructor. Lecture.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	13	18	9	13	18
Credit Hours Produced	13	18	9	13	18
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	100%	92%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU 8/23/19
How does the data support the course goals? Elaborate.	The course goal stated as, demonstrate competency through successful completion of a vocal jury or other public performance at discretion of instructor, and was measured at 98.4% successful over the five year period.				
What disaggregated data was reviewed?	The data was disaggregated by year enrolled, course enrolled, and course success.				
Were there identifiable gaps in the data? Please explain.	There were no identifiable gaps.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No actions steps were identified as necessary.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	N/A
Resources Needed	N/A

Responsibility Who is responsible for completing or implementing the modifications?	Deans of Instruction

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	VOC 1113: Vocal Applied Music III
Course Description	This course is a continuation of VOC 1112. It involves one private lesson per week in voice. PREREQUISITE: VOC 1112 Vocal Applied Music II or consent of the instructor. Lecture.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	12	7	12	9	5
Credit Hours Produced	12	7	12	9	5
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	91%	100%	100%	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU 8/23/19
How does the data support the course goals? Elaborate.	The course goal stated as, demonstrate competency through successful completion of a vocal jury or other public performance at discretion of instructor, and was measured at 98.2% successful over the five year period.				
What disaggregated data was reviewed?	The data was disaggregated by year enrolled, course enrolled, and course success.				
Were there identifiable gaps in the data? Please explain.	There were no identifiable gaps.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No actions steps were identified as necessary.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	N/A
Resources Needed	N/A
Responsibility Who is responsible for completing or implementing the modifications?	Deans of Instruction

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts				
Course Title	VOC 1114: Vocal Applied Music IV				
Course Description	This course is a continuation of VOC 1113. It involves one private lesson per week in voice. PREREQUISITE: VOC 1113 Vocal Applied Music III or consent of the instructor. Lecture.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	11	7	10	4	2
Credit Hours Produced	11	7	10	4	2
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	100%	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU 8/23/19
How does the data support the course goals? Elaborate.	The course goal stated as, demonstrate competency through successful completion of a vocal jury or other public performance at discretion of instructor, and was measured at 100% successful over the five year period.				
What disaggregated data was reviewed?	The data was disaggregated by year enrolled, course enrolled, and course success.				
Were there identifiable gaps in the data? Please explain.	There were no identifiable gaps.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No actions steps were identified as necessary.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	NA
Resources Needed	NA
Responsibility Who is responsible for completing or implementing the modifications?	Deans of Instruction

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts				
Course Title	VOC 1121: Choir I				
Course Description	Musical literature from various periods of choral writing is performed. A balance is maintained between a cappella and accompanied works. Recommendation from certified music teacher or consent of instructor. Lecture / Lab.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	28	49	22	24	19
Credit Hours Produced	56	98	44	48	38
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	90%	95%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU 8/23/19
How does the data support the course goals? Elaborate.	The course goal, to develop sight-singing skills and aural skills appropriate to their experience level as determined by the instructor, was measured at 97% successful for the five year review period.				
What disaggregated data was reviewed?	The data was disaggregated by course enrolled, year enrolled, and course success.				
Were there identifiable gaps in the data? Please explain.	There were no identifiable gaps.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	There were no identified intended action steps deemed necessary at this time.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	NA
Resources Needed	NA
Responsibility Who is responsible for completing or implementing the modifications?	Deans of Instruction

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	VOC 1122: Choir II
Course Description	This course is a continuation of VOC 1121 and involves performing musical literature from various periods of choral writing. A balance is maintained between a cappella works and accompanied works. PREREQUISITE: VOC 1121 Choir I or consent of instructor. Lecture / Lab.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	24	19	61	19	19
Credit Hours Produced	48	38	122	38	38
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	94%	100%	94%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU 8/23/19

How does the data support the course goals? Elaborate.	The course goal, to develop sight-singing skills and aural skills appropriate to their experience level as determined by the instructor, was measured at 97.6% successful for the five year review period.
What disaggregated data was reviewed?	The data was disaggregated by course enrolled, year enrolled, and course success.
Were there identifiable gaps in the data? Please explain.	There were no identifiable gaps.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	There were no identified intended action steps deemed necessary at this time.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	N/A
Resources Needed	N/A
Responsibility Who is responsible for completing or implementing the modifications?	Deans of Instruction

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts				
Course Title	VOC 1131: Choral Ensemble I				
Course Description	This course is a practicum in the performance of choral music from early times to present. Lecture / Lab.				

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	38	65	54	21	14
Credit Hours Produced	76	130	120	42	28
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	100%	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU 8/23/19

How does the data support the course goals? Elaborate.	The course goal, to demonstrate proper diction and articulation in developing overall musicianship, was measured at 100% successful for the five year review period.
What disaggregated data was reviewed?	The data was disaggregated by year enrolled, course enrolled and course success.
Were there identifiable gaps in the data? Please explain.	There were no identifiable gaps.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No intended action steps were identified as necessary at this time.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	NA
Resources Needed	NA
Responsibility Who is responsible for completing or implementing the modifications?	Deans of Instruction

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	VOC 1132: Choral Ensemble II
Course Description	This course is a continuation of VOC 1131 and is a practicum in the performance of choral music from early times to present. PREREQUISITE: VOC 1131 Choral Ensemble I or consent of instructor. Lecture / Lab.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	24	14	40	23	0
Credit Hours Produced	48	28	80	46	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	95%	100%	100%	100%	0
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU 8/23/19
How does the data support the course goals? Elaborate.	The course goal, to demonstrate proper diction and articulation in developing overall musicianship, was measured at 98.75% successful for the five year review period.				
What disaggregated data was reviewed?	The data was disaggregated by year enrolled, course enrolled and course success.				
Were there identifiable gaps in the data? Please explain.	There were no identifiable gaps.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No intended action steps were identified as necessary at this time.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	NA
Resources Needed	NA
Responsibility Who is responsible for completing or implementing the modifications?	Deans of Instruction

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	VOC 1151: Community Choir I
Course Description	Community Choir offers local choral enthusiasts the opportunity to contribute their talents to the community culminating in an artistic performance at a semi-professional level. The selected repertoire will be of high quality allowing experienced singers to be challenged artistically yet affording the opportunity for less-experienced singers to gain vocal and musical skills in a supportive and encouraging environment. Lecture / Lab. Variable. Repeatable 3 times.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	78	85	22	94	53
Credit Hours Produced	145	166	43	128.5	121
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	100%	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU 8/23/19

How does the data support the course goals? Elaborate.	The course goal as stated, to perform at a competency level determined by instructor and perform as an ensemble member in a public performance, was measured at a 100% success rate for the five year review period.
What disaggregated data was reviewed?	The data was disaggregated by course enrolled, year enrolled, and success rate.
Were there identifiable gaps in the data? Please explain.	There were no gaps identified.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	There are no identified action steps at this time.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	N/A
Resources Needed	N/A
Responsibility Who is responsible for completing or implementing the modifications?	Deans of Instruction

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	VOC 1152: Community Choir II
Course Description	This course is a continuation of VOC 1151. The course brings together community members to form a choral ensemble to study and perform a variety of choral works. Members will perform musical literature from various periods of choral writing. A balance is maintained between a cappella works and accompanied works. The choir will perform for special events. PREREQUISITE: VOC 1151 Community Choir I. Lecture / Lab. Variable. Repeatable 3 times.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	45	25	10	16	22
Credit Hours Produced	84	27	16	27	41
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	100%	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU 8/23/19

How does the data support the course goals? Elaborate.	The course goal, to perform at a competency level determined by instructor and perform as an ensemble member in a public performance, was measured at a 100% success rate for the five year review period.
What disaggregated data was reviewed?	The data was disaggregated by course enrolled, year enrolled, and success rate.
Were there identifiable gaps in the data? Please explain.	There were no gaps identified.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	There are no identified action steps at this time.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	N/A
Resources Needed	N/A
Responsibility Who is responsible for completing or implementing the modifications?	Deans of Instruction

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts				
Course Title	VOC 2111: Vocal Applied Music V				
Course Description	This course is a continuation of VOC 1114. It involves one private lesson per week in voice. PREREQUISITE: VOC 1114 Vocal Applied Music IV or consent of the instructor. Lecture.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	3	6	2	3	1
Credit Hours Produced	3	6	2	3	1
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	100%	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU 8/23/19
How does the data support the course goals? Elaborate.	The course goal stated as, perform vocally at a competency level appropriate to the students' current level of ability determined by instructor, was measured at 100% successful for the five year period of review.				
What disaggregated data was reviewed?	The data was disaggregated by year or enrollment, course enrolled, and course success.				
Were there identifiable gaps in the data? Please explain.	There were no identifiable gaps.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Continue to recruit for enrollment
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	NA
Resources Needed	Monitoring of Classes, greater marketing, Institutional support
Responsibility Who is responsible for completing or implementing the modifications?	Deans of Instruction

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	VOC 2112: Vocal Applied Music VI
Course Description	This course is a continuation of VOC 2111. It involves one private lesson per week in voice. PREREQUISITE: VOC 2111 Vocal Applied Music V or consent of the instructor. Lecture.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	1	5	0	3	2
Credit Hours Produced	1	5	0	3	2
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	0	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU 8/23/19

How does the data support the course goals? Elaborate.	The course goal stated as, perform vocally at a competency level appropriate to the students' current level of ability determined by instructor, was measured at 100% successful for the five year period of review.
What disaggregated data was reviewed?	The data was disaggregated by year or enrollment, course enrolled, and course success.
Were there identifiable gaps in the data? Please explain.	There were no identifiable gaps.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Continue to recruit for enrollment
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	NA
Resources Needed	Monitoring of Classes, greater marketing, Institutional support
Responsibility Who is responsible for completing or implementing the modifications?	Deans of Instruction

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts				
Course Title	VOC 2113: Vocal Applied Music VII				
Course Description	This course is a continuation of VOC 2112. It involves one private lesson per week in voice. PREREQUISITE: VOC 2112 Vocal Applied Music VI or consent of the instructor. Lecture.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled			4		1
Credit Hours Produced			4		1
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students			100		100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU 8/23/19
How does the data support the course goals? Elaborate.	The course goal, perform vocally at a competency level appropriate to the students' current level of ability determined by instructor, was measured at 100% successful for the five year period of review.				
What disaggregated data was reviewed?	The data was disaggregated by year or enrollment, course enrolled, and course success.				
Were there identifiable gaps in the data? Please explain.	There were no identifiable gaps.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Continue to recruit for enrollment
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	N/A
Resources Needed	Monitoring of Classes, greater marketing, Institutional support
Responsibility Who is responsible for completing or implementing the modifications?	Deans of Instruction

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	VOC 2114: Vocal Applied Music VIII
Course Description	This course is a continuation of VOC 2113. It involves one private lesson per week in voice. PREREQUISITE: VOC 2113 Vocal Applied Music VII or consent of the instructor. Lecture.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	1	0	3	0	1
Credit Hours Produced	1	0	3	0	1
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	0	100%	0	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU 8/23/19

How does the data support the course goals? Elaborate.	The course goal, perform vocally at a competency level appropriate to the students' current level of ability determined by instructor, was measured at 100% successful for the five year period of review.
What disaggregated data was reviewed?	The data was disaggregated by year or enrollment, course enrolled, and course success.
Were there identifiable gaps in the data? Please explain.	There were no identifiable gaps.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Continue to recruit for enrollment
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	N/A
Resources Needed	Monitoring of Classes, greater marketing, Institutional support
Responsibility Who is responsible for completing or implementing the modifications?	Deans of Instruction

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	VOC 2121: Choir III
Course Description	This course is a continuation of VOC 1122 and involves performing musical literature from various periods of choral writing. A balance is maintained between a capella works and accompanied works. PREREQUISITE: VOC 1122 Choir II, or consent of instructor only. Lecture / Lab.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	14	21	13	45	14
Credit Hours Produced	28	42	26	90	28
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	100%	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU 8/23/19
How does the data support the course goals? Elaborate.	The course goal stated as, to develop sight-singing skills and aural skills appropriate to their experience level as determined by the instructor, was measured at 100% successful over the five year period of review.				
What disaggregated data was reviewed?	The data was disaggregated by year of enrollment, course enrollment and course success.				
Were there identifiable gaps in the data? Please explain.	There were no identified gaps.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No actions steps were identified as necessary.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	N/A
Resources Needed	N/A
Responsibility Who is responsible for completing or implementing the modifications?	Deans of Instruction

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	VOC 2122: Choir IV
Course Description	This course is a continuation of VOC 2121 and involves performing musical literature from various periods of choral writing. A balance is maintained between a capella works and accompanied works. PREREQUISITE: VOC 2121 Choir III or consent of instructor. Lecture / Lab.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	16	22	8	1	8
Credit Hours Produced	32	44	16	2	16
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	100%	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU 8/23/19

How does the data support the course goals? Elaborate.	The course goal stated as, to develop sight-singing skills and aural skills appropriate to their experience level as determined by the instructor, was measured at 100% successful over the five year period of review.
What disaggregated data was reviewed?	The data was disaggregated by year of enrollment, course enrollment and course success.
Were there identifiable gaps in the data? Please explain.	There were no identified gaps.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No actions steps were identified as necessary.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	NA
Resources Needed	NA
Responsibility Who is responsible for completing or implementing the modifications?	Deans of Instruction

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	VOC 2131: Choral Ensemble III
Course Description	This course is a continuation of VOC 1132 and is a practicum in the performance of choral music from early times to present. PREREQUISITE: VOC 1132 Choral Ensemble II or consent of the instructor. Lecture / Lab.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	8	6	18	20	24
Credit Hours Produced	16	12	36	40	48
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	83%	100%	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU UIUC	EIU, ISU UIUC	EIU, ISU UIUC	EIU, ISU UIUC	EIU, ISU UIUC 8/23/19
How does the data support the course goals? Elaborate.	The course goal, to develop sight-singing skills and aural skills appropriate to their experience level as determined by the instructor, was measured at 96.6% successful over the five year period of review.				
What disaggregated data was reviewed?	The data was disaggregated by year of enrollment, course enrollment and course success.				
Were there identifiable gaps in the data? Please explain.	There were no identified gaps.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No actions steps were identified as necessary.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	NA
Resources Needed	NA
Responsibility Who is responsible for completing or implementing the modifications?	Deans of Instruction

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	VOC 2132: Choral Ensemble IV
Course Description	This course is a continuation of VOC 2131 and is a practicum in the performance of choral music from early times to present. PREREQUISITE: VOC 2131 Choral Ensemble III or consent of the instructor. Lecture / Lab.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	29	1	1	5	3
Credit Hours Produced	58	2	2	10	6
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	100%	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU 8/23/19
How does the data support the course goals? Elaborate.	The course goal stated as, to develop sight-singing skills and aural skills appropriate to their experience level as determined by the instructor, was measured at 100% successful over the five year period of review.				
What disaggregated data was reviewed?	The data was disaggregated by year of enrollment, course enrollment and course success.				
Were there identifiable gaps in the data? Please explain.	There were no identified gaps.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Continue to recruit for enrollment
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	NA
Resources Needed	Monitoring of Classes, greater marketing, Institutional support
Responsibility Who is responsible for completing or implementing the modifications?	Deans of Instruction

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts				
Course Title	VOC 2151: Community Choir III				
Course Description	This course is a continuation of VOC 1152. The course brings together community members to form a choral ensemble to study and perform a variety of choral works. Members will perform musical literature from various periods of choral writing. A balance is maintained between a cappella works and accompanied works. The choir will perform for special events. PREREQUISITE: VOC 1152 Community Choir II. Lecture / Lab. Variable. Repeatable 3 times.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	18	9	10	7	5
Credit Hours Produced	33	15	10	11	8
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	100%	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU 8/23/19
How does the data support the course goals? Elaborate.	The course goal stated as, to develop sight-singing skills and aural skills appropriate to their experience level as determined by the instructor, was measured at 100% successful over the five year period of review.				
What disaggregated data was reviewed?	The data was disaggregated by year of enrollment, course enrollment and course success.				
Were there identifiable gaps in the data? Please explain.	There were no identified gaps.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Continue to recruit for enrollment
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	N/A
Resources Needed	Monitoring of Classes, greater marketing, Institutional support
Responsibility Who is responsible for completing or implementing the modifications?	Deans of Instruction

Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	Humanities/Fine Arts
Course Title	VOC 2152: Community Choir IV
Course Description	This course is a continuation of VOC 2151. The course brings together community members to form a choral ensemble to study and perform a variety of choral works. Members will perform musical literature from various periods of choral writing. A balance is maintained between a cappella works and accompanied works. The choir will perform for special events and give public concerts. Lecture / Lab. Variable. Repeatable 3 times.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	6	0	0	0	6
Credit Hours Produced	12	0	0	0	12
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	0	0	0	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU	EIU, ISU UIUC, WIU 8/23/19

How does the data support the course goals? Elaborate.	The course goal, to develop sight-singing skills and aural skills appropriate to their experience level as determined by the instructor, was measured at 100% successful over the five year period of review.
What disaggregated data was reviewed?	The data was disaggregated by year of enrollment, course enrollment and course success.
Were there identifiable gaps in the data? Please explain.	There were no identified gaps.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Continue to recruit for enrollment
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	N/A
Resources Needed	Monitoring of Classes, greater marketing, Institutional support
Responsibility Who is responsible for completing or implementing the modifications?	Deans of Instruction

Student and Academic Support Services 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.	
College Name:	Illinois Eastern Community Colleges Frontier Community College, Lincoln Trail College, Olney Central College, and Wabash Valley College
Academic Years Reviewed:	2016-2020
Review Area:	Disability Services
Program Summary Please provide a brief overview of the program or service being evaluated.	Illinois Eastern Community Colleges (IECC) provides support to students seeking academic and accessibility accommodations in accordance to Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Each of IECC's Colleges—Frontier Community (FCC), Lincoln Trail (LTC), Olney Central (OCC), and Wabash Valley (WVC)—employs an ADA liaison to assist students with their respective accommodations, including, but not limited to, 504 and individualized education plans. Directors of the Academic Success Centers, formerly the Learning Skills Centers, serve as the ADA liaisons for three IECC Colleges—LTC, OCC, and WVC—while the recruiter and career advisor serves as the liaison at FCC.

Prior Review Update Describe any improvements or modifications made since the last review.	The 2016 program review produced the following recommendations: • Implement student accommodation cards for students to present to faculty and/or service providers at their respective colleges; • Collaborate with local secondary school providers to assist students with accommodations in the transition from high school to college; and • Improve tutoring opportunities for students with disabilities. ADA liaisons identified other areas for improvement since that time as well, including: • Developing consistency between the four Colleges; • Improving in-take information and processes; and • Helping students become better self-advocates. **Accommodation Cards** The idea for the accommodation cards was that students could present a card to faculty that listed their approved accommodations. In place of this idea, the ADA liaisons implemented a letter to faculty, described later in this section. **High School/Community College Collaboration** IECC collaborates with secondary schools to provide students with disabilities information about college. These "IEP meetings" (as they are referenced later in this review) increase student knowledge of their rights and responsibilities pertaining to the Americans with Disabilities Act. High school guidance counselors initiate these meetings to ensure and protect the privacy of each student. **Tutoring Opportunities** IECC began preliminary discussions about distance learning tutoring opportunities, which could increase accessibility for all students. **Consistency and In-Take Information** IECC adopted new procedures in Spring 2019 to provide consistency throughout the District. One example of this is with in-take information. The liaisons created forms and informational documents to assist students in seeking accommodations. "A Quick Guide to Requesting Accommodations," "Documentation Criteria for

Academic Accommodations," and "Student Questionnaire & Request for Accommodations."

A Quick Guide to Requesting Accommodations
The ADA liaisons provide this informational piece to students during the IEP meetings at partner high schools, college visits, orientations, and other opportunities to discuss accommodations with prospective and current students. The flyer explains the accommodation request process into six, easy-to-understand and follow steps. Other resources include the US Department of Education's *Students with Disabilities Preparing for Postsecondary Education: Know your Rights and Responsibilities* publication.

Documentation Criteria for Academic Accommodations
This notice clarifies the criteria for "acceptable documentation" when pursuing an accommodation while also providing information about who should receive the documentation.

Student Questionnaire & Request for Accommodations
Students complete this form when seeking accommodations from each ADA liaison. The form asks students for demographic information, to explain the reason(s) they seek accommodations, and for which accommodations they are pursuing at IECC, academic and career goals, and provides information about the next steps and expectations going forward. The ADA liaison tracks student use of instructor letters by using the last page of the form. Unlike the previous two documents, which provide students with information about the accommodation-request process, the colleges require this form to offer accommodations. Each ADA liaison reviews the forms at their respective colleges. Students are asked to explain if they choose not to use an accommodation they received while in secondary school. In these cases, the liaisons encourage students to use those accommodations that are acceptable and appropriate at postsecondary institutions.

Once liaisons approve accommodations, they provide students with letters that provide all pertinent information to faculty and other service providers about the students' necessary accommodations. It is the students' responsibilities to provide the letter to faculty.

These new procedures promote increased self-awareness, increases self-advocacy, and encourages a sense of

	independence and control. Additionally, these procedures provide a uniform process for those students who take courses at two or more IECC colleges and allows each liaison to share consistent information between colleges.
What are the program/service strengths?	ADA liaisons identified multiple strengths in the IECC ADA procedures, many of which they implemented after the last program review. Examples of current strengths in IECC's ADA procedures are: • **IECC provides student service that is four colleges strong.** Recent improvements outlined in this report, including streamlining processes, assist students in the transition from high school to college and when enrolling in multiple IECC colleges. • **Involvement in the Central Illinois Disabilities Group.** The ADA liaisons participate in the Central Illinois Disabilities group, a consortium of ADA compliance officials from various Illinois community colleges. This group provides IECC staff with ideas from other institutions, an opportunity to seek input from colleagues, and a platform to discuss ADA compliance issues. • **High School Staff Referrals/IEP Meetings** As summarized previously, attending local high school IEP meetings empowers students by increasing knowledge of their rights and responsibilities pertaining to the Americans with Disabilities Act. It also provides an opportunity for high school guidance counselors to learn about college accommodations, which in turn allows them to advise their students better. • **Grade Monitoring** IECC colleges reviews grades, Accommodation requests, and in some cases the IEPs from the high schools of students at the close of each semester. The liaison contacts all students who received low grades and did not use their accommodations. The liaison encourages those students to use the accommodations and develops a plan for future semesters. These plans may include weekly meetings between the liaison and student, tutoring, accountability discussions, lessons in time management, and other tools to assist students in academic success.

Based on the review, what are the identified challenges of the program or service?	Three challenges emerge from this review: • **Students who do not use accommodations.** Many eligible students fail to use their accommodations, despite the multiple venues each College uses to share information. This issue often occurs even when students struggle in class and receive progress reports. • **Inconsistencies exist in ADA information.** Although IECC is good at sharing ADA information with students, some inconsistencies exist in the various formats. For instance, Board Procedure 100.12 refers to ADA Coordinators and Deputy Coordinators, while information on the Disability Support Services webpage within the IECC website refers to ADA Liaisons. • **Maintaining unity in procedures throughout IECC.** The four colleges made substantial steps in improving information, streamlining processes, and working together to provide students with accommodations. A system should be established to ensure each college frequently communicates regarding ADA and accommodations to ensure this forward-thinking process.
Intended Action Steps Please identify strategies or actions steps based on the challenges listed.	The ADA liaisons will continue to: • Make our internal documents consistent. • Attend Central Illinois Disability Service meetings in fall and spring semesters; • Communicate with each other about policies and procedures to identify what is and is not working well District-wide; • Increase options and viability of Accommodations at IECC • Educate parents and students about the accommodations process in post-secondary education; and • Educate faculty and staff about their role in the accommodations process. In addition to these continual quality controls, the ADA liaisons will: • Review information about ADA rules as provided on the IECC website, in each College's Student Handbook, and in Board Policy and Procedures.

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Student and Academic Support Services

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.

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<tr><td>College Name:</td><td>Illinois Eastern Community Colleges
Frontier Community College, Lincoln Trail College, Olney Central College, and Wabash Valley College</td></tr>
<tr><td>Academic Years Reviewed:</td><td>2016-2020</td></tr>
<tr><td>Review Area:</td><td>Advising and Counseling</td></tr>
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Program Summary Please provide a brief overview of the program or service being evaluated.	The mission of the IECC Academic Advisors is to provide accurate information about academic requirements, policies and procedures, and transfer and career opportunities, which will assist each student in making realistic and purposeful decisions about academic, career, and life goals. The Academic Advising team at IECC is comprised of ten transfer and career and technical advisors, and four nursing advisors. Academic advising is also provided by TRIO Student Support Services (SSS) by one director, one program support specialist, and three academic counselors. IECC also offers adult basic and secondary education advising through the Academic Success Centers and the Adult Education office. Each academic advisor at IECC works directly with each student to determine an education and career goal. • Transfer focused advisors work with students to achieve an associate's degree or GECC credential which will seamlessly transfer to the university and the student's chosen major. • Career and Technical focused advisors work with students who seek to attain a degree or certificate and enter the workforce. • Nursing advisors work with students admitted and working towards admission to the IECC nursing program. This includes administering pre-admission testing and the coordination and organization of physicals and immunizations. • TRIO Student Support Services academic counselors work to recruit first generation, income qualified, and/or disabled students to their program. Once admitted to the program, the advisor works with the student to transfer to a four-year institution to attain their Bachelor's degree. This program provides further support to students through additional workshops, courses, and other services. • Adult education advisors assess and place students in courses that will lead to the successful completion of the GED exam. They also work to transition students into a college and career path that aligns with their goals. Advisors work in collaboration with administration, financial aid, business services, academic success centers, athletics, and faculty to facilitate student success. In addition, the advisors and academic counselors facilitate and engage students in orientations, career and college fairs, and

	other workshops throughout the year. All advisors demonstrate confidentiality while being knowledgeable, approachable, helpful, and friendly.
Prior Review Update Describe any improvements or modifications made since the last review.	Since the last review of the academic and counseling services, the advising services have improved in several ways. Through regular meetings the advisors have improved the consistency of services offered district-wide. Advising students across campuses has become more prevalent and fluid. This flexibility is a benefit to the students. Advisors also worked together to create a uniform advising syllabus and pathway documents to assist undecided students. Through the Creating Pathways to Opportunity (CPO) Title III Grant, advisors have moved towards online registration. This shift has created a new level of autonomy in the students which will benefit them in their future education and careers. This is also creating more time for other advising activities. The CPO Title III Grant also provided a training course for all advisors on appreciative advising. This training created a new practical structure for advisors to optimize their interactions with students. At the district level, a new position of Coordinator of Curricular Reporting and Articulation was created. This position has been vital in increasing the communication between deans, records, and advising, as well as the development of more articulation agreements.

What are the program/service strengths?	The heart of IECC advising is the relationships formed with students. Through one-on-one advising, workshops, and a small campus environment, advisors have ample opportunity to develop strong, meaningful relationships with students. These strong relationships are not limited to students and also extend throughout IECC, the local high schools, and university transfer coordinators. Additionally, the adult education advisors have positive working relationships with business and organizations who provide opportunities to program graduates.

IECC has a low turnover rate for advisors. This longevity of employment allows for a quality support system and training capabilities across the district. This institutional knowledge has also help preserve the friendly culture which is highly valued.

Several advisors specialize in retention. Our progress report system allows for communication with faculty and students. Advisors and academic counselors receive an early alert when students are struggling so they can intervene and provide assistance.

Participation in professional development and training has increased. Advisors have attended national (NACADA) and regional (ILACADA) conferences for advising professionals. There is a benefit from even one advisor attending the conference. They are able to bring back new ideas and knowledge to the entire group. |

Based on the review, what are the identified challenges of the program or service?	There are several gaps in services that IECC offers which the advising team would like addressed. Many of these gaps fall on advisors to fill. In addition to the many other tasks and duties, this stretches advisors too thin. • Career service personnel have been phased out of IECC at the present time. This leads to advisors assisting students searching for job and internship placement. • IECC lacks internal counseling services. As mental health problems become more prevalent in the college population, this creates a burden for advisors. Students often confide in their advisor. We do have some local external resources but having IECC counselors to treat and educate students is needed. • IECC offers a wide array of dual credit courses to thirteen high schools. We have increased our offerings to include online dual credit courses as well. However, advising time with these students is limited or non-existent. Dual credit students would benefit from receiving advising services for their long-term education and career goals. • Advisors currently lack a good platform to communicate with students who are exclusively online. An online student should receive equitable services to students who are advised face-to-face. • This fall Olney Central College piloted the use of Signal Vine as a texting communication platform with students. Other campuses utilize a different platform and some campuses don't utilize a text service. All advisors can benefit from a texting platform to stay in contact with students. Aside from these gaps, advisors and students would benefit if courses were streamlined across programs and campuses. Currently there are similar courses required across programs and when students switch programs, they have to retake similar courses or substitutions must be made. Our student information system, Banner, has some areas, through employee turnover, that have been neglected. Test scores and course pre-requisites need to be updated to reduce the number of overrides required during the registration process. The adult education advising struggles to track some student information. The program lacks tracking system for students pursing college degrees and students who have obtained employment. While the program does have good business relationships, additional community involvement would provide needed feedback on students and programs.

Intended Action Steps Please identify strategies or actions steps based on the challenges listed.	Over the next five years, advisors plan to work together to create a formal, uniform training document for new advisors. The creation of this document will continue the work that has been done in establishing consistency and collaboration across the district. Advisors also intend to work with the Deans of Instruction and faculty to create a framework for guided pathways. This framework would make transitions between similar programs across IECC smoother for our students. Guided pathways will also make advising students across campuses easier. Through regular meetings and communication with the Coordinator of Curricular Reporting and Articulation, prerequisites will be evaluated to ensure practice, course descriptions, and Banner are all in alignment. Advisors will also work with the Coordinator to develop needed articulation agreements to increase transfer opportunities. Professional development opportunities are still needed to stay current and on regional and national trends higher education trends. Opportunities for training to be brought directly to the IECC campuses will be explored. The advisors will seek the cooperation and support of administration to reduce the identified gaps in services. - The lack of career services could be addressed a few ways. One option would be to fill the vacant positions. This option could be supported through Perkins Grant funds. Another option would be to expand the role lead instructors for Career and Technical Education programs to include providing career services for students in their programs. - Advisors are all becoming Mental Health First Aid certified. With the lack of internal counseling services, this training will provide advisors with a better means for evaluating risk factors in mental health. We also look for potential state mandates or grant opportunities to provide funding to create mental health counseling positions on our campuses to fill these gaps. - Advisors and administration are working to improve our dual-credit information on the IECC webpage. This information will be helpful for parents and students when planning educational goals. - Over the next year, all four colleges will expand their online registration that was developed through the

	Creating Pathways to Opportunity Title III grant. As part of the Promoting Health Science Pathways Title III grant, IECC will be expanding and improving online student services. By 2025, it is expected that IECC will have online advising and degree mapping services. The development of these services will make the goal of equitable advising services for online students attainable. • After the Olney Central pilot of Signal Vine texting services, the college administration voted to purchase and implement Signal Vine for Frontier, Lincoln Trail, and Wabash Valley. Signal Vine allows advisors to send mass text reminders as well as individual messages to direct students. In order to improve the adult education tracking gaps, the department looks to improve communication with graduates and develop a tracking system. A quarterly program newsletter is planned for development to keep in contact with community program partners. Additionally, the program plans to create a social media presence to stay in contact with businesses, potential students, and graduates.

Student and Academic Support Services

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.

College Name:	Illinois Eastern Community Colleges Frontier Community College, Lincoln Trail College, Olney Central College, and Wabash Valley College
Academic Years Reviewed:	2016-2020
Review Area:	Library
Program Summary Please provide a brief overview of the program or service being evaluated.	The Learning Resource Center's (LRC) at each of the four Illinois Eastern Community Colleges (IECC) campuses core function is to support and supplement the curriculum of the college and meet the individual and informational needs of LRC users. The LRC on each of the four IECC campuses supports the academic studies for faculty, staff and students with accurate, up to date, and reliable resources. Open computer labs are available in each LRC for student and community users. Instruction on research and citation is given in collaboration with faculty by incorporating the Association of College & Research LRC (ACRL) Framework structure. Each LRC has a web page for access to resources on and off campus. Library Directors s are busy with collection development, resource processing, and weeding outdated irrelevant items. Additional areas of activity include LRC/literacy programs, dual credit students, summer children's programs, book clubs, author visits, trivia nights, marketing, student activities, scheduling/tracking use of LRC areas, etc. It is the goal to offer a welcome environment and great customer service to everyone at each campus LRC. The Library Directors s from the four campuses sit on a variety of college committees providing opportunities for campus involvement.

Prior Review Update Describe any improvements or modifications made since the last review.	The Learning Resource Centers (LRC) assessment goal is to increase and expand the number and variety of course offerings for community education at each campus. The rise in number and variety of community education classes has grown tremendously. Library Directors s are directly involved with the community education committee. Information literacy is an area in which Library Directors s continue to reach out to both faculty and students to improve the student's ability to do quality research. Library Directors s have reached out to faculty of dual credit students which resulted in class visits to area high school classes. Orientation with introduction to LRC resources available was conducted with the various dual credit classes. Also, a few of those dual credit students have been visiting the LRC on different IECC campuses after the classroom visit. Library Directors s across the IECC district are preparing for the migration of the circulation/catalog system from Voyager to Alma. Consortium of Academic and Research LRC in Illinois (CARLI) is directing the instructions to ready our systems for this migration to take place during the 2020 summer. With the COVID-19 quarantine, Library Directors s have continued email communications with faculty regarding online resource offerings to assist with all online classes.

What are the program/service strengths?	The physical collections have been weeded to provide accurate, reliable information to support students in their area of study. IECC's participation in the CARLI is the broadest strength of the four LRC. They offer shared resources both physical and online, along with training and leadership opportunities. Physical resources are shipped to and received from 91 other academic LRC with Illinois Library Delivery Service (ILDS) through CARLI. CARLI is now offering more e-books available in the catalog. *RBDigital* was subscribed to for e-book and e-magazine access for Frontier Community College. The LRC staff is dedicated to championing the college, and helping students succeed. Library Directors offer assistance and instruction with research skills. The LRC staff members offer various interactive opportunities for students including game day, escape rooms, and free food days. For the community, the LRC offers family literacy night, summer reading & science programs, book clubs, author visits, trivia nights, genealogy groups, and so on. Other services offered by the LRC's are mobile library, on demand extended hours, and test proctoring services. A faculty work area and recording studio will soon be located in the Frontier LRC. Lincoln Trail currently has the recording studio within the LRC. OCC has a multimedia room for faculty. WVC has a multimedia room for faculty. Open computer labs on each campus allow access to students and community members. The usage of wireless printing at Frontier continues to grow for both students and community members. Membership at the LRCs include the American Library Association (ALA), and Illinois Library Association (ILA).
Based on the review, what are the identified challenges of the program or service?	The number of staff members have been decreased at the LRC. Technology advances at a pace that is difficult to keep up with while additional responsibilities are placed on each position's job description. Prior to the next program review there will be retirements in some Library Directors positions. Attracting quality applicants to our geographic area is difficult. Additional issues include a faculty disconnect with the use of LRC services, regarding tying faculty assignments to LRC resources. The number of faculty requesting orientation for LRC resources has dropped. Online and hybrid instruction might be part of the issue. It is recommended that this service be further investigated as a service to students on all IECC campuses. Finally, budget is always an issue concerning the ability to purchase resources that would be beneficial to student and faculty research.

Intended Action Steps Please identify strategies or actions steps based on the challenges listed.	The LRC services are essential to student learning and support at the community college level. Greater collaboration between the Library Directors and Faulty is recommended. This collaboration should be encouraged from the top level of administration. Events/activities within the library and participation on various committees are necessary for Library Directors to build relationships with both students and faculty. It is through these experiences that individuals feel comfortable seeking help when needed. Library Directors need to continue cultivating professional relationships by scheduling class visits for library instruction, and seeking resources requirement. Another action step is to work with dual credit faculty and students about resources available. It is important to introduce the resources at an academic level as early as possible. Library Directors need to keep up with the ever-changing technological changes through professional development. Other recommendations include: • Encourage the district to fill the retirement of Library Directors positions with qualified candidates. It is important to the education of our students to have Library Directors that can determine the resources needed, give instruction on research skills, collaborate with faculty and be forward thinking in regard to technology. • Summer of 2020, LRC staff will be introducing the new Alma product for circulation and cataloging. Faculty and students will need instruction with the new format. • Fall of 2020, LRC Directors should work with as many faculty and students as possible to introduce the new Alma product. • Investigate the possibility of offering professional development opportunities for dual credit faculty by coming on campus to be introduced to resources available to both the faculty and students through the LRC. • Within the next year, investigate wireless printing for all four campuses. Frontier will share the current cost information. The IT department at district office will have to be involved for the background information. • Library Directors s must keep up with changing technology. Professional development is suggested. Avenues in which to stay current include membership in ALA, ILA, CARLI, various listserv, and journals.

	- Library Directors should be involved in some form of meaningful professional development at least two times per year. - Spring of 2021, investigate the reason for the drop or lack of request for instruction with LRC resources on each campus. Library Directors on each campus should work with faculty in which relations have already been built to determine possible issues: - Professional development on instruction for Library Directors, - Faculty member is qualified to give library instruction, - Online / hybrid classes need online tutorials for this instruction, - Faculty is unaware of the ability to work with Library Directors in this area, - Faculty doesn't have time in his/her instruction to offer library instruction by the Library Directors, etc. In this case the Library Directors can share the benefits of working together and include the Dean of Instruction if necessary.

Adult Education and English as A Second Language

College Name:	Illinois Eastern Community Colleges Frontier Community College, Lincoln Trail College, Olney Central College, and Wabash Valley College
Academic Years Reviewed:	2015-2019

Review Summary

Program Objectives What are the objectives or goals of the program? Please also identify goals that may vary for bridge or integrated education and training (IET) programs?	The objectives or goals of the Adult Education (AE) program are to prepare students for college and career readiness. The program assists adults in achieving their academic goals and improving their skill set to either transition to post-secondary education or to the workforce. The program assists adults in achieving their high school equivalency diploma (GED) and teaches students life and job skills. IECC Adult Education program offers Adult Basic Education (ABE) and Adult Secondary Education (ASE) courses to assist students with reading, writing and math skills to earn their high school equivalency through the GED® test. The program also provides support to students with college and career readiness classes to prepare for postsecondary education and workforce readiness The Healthcare, welding and Manufacturing Bridge programs help our students gain an understanding of a specific career of interest and its correlation with their academics. The Bridge programs provide basic knowledge and skills in careers of interest and its correlation to academics. The IET programs in development will provide career and technical education integrated with adult basic/secondary education courses to help students attain a technical certificate along with their high school equivalency diploma. The goal for the IET programs is to prepare student to earn a certification to join the workforce.
To what extent are these objectives or goals being achieved?	The program offers Transition Skills classes, Manufacturing, and Healthcare Bridge courses designed to prepare students for the job force. Students completing our programs are prepared to move on to post-secondary activities, transfer-level coursework, CTE programs or the job force. Students who are already employed often achieve promotions or higher pay because of successfully completing the program.

How does this program contribute to other fields and the mission of the college?	The mission of IECC is to deliver exceptional education and services to improve the lives of our students and to strengthen our communities. The IECC Adult Education program in keeping with the mission helps students gain academic knowledge along with valuable life and job skills that help students seek a career with a sustainable wage. AE transitional services also assists students to understand, clarify and seek out career paths to achieve their education and career goals. The Adult Education program supports students through community partner services to overcome barriers and get assistance as needed. AE students get many of the same privileges as IECC students, such as a student ID's, library access etc. Through these efforts, the AE program provides both education and services that help to make our students and communities stronger and more resilient.
How is the college working to help students transition into postsecondary education?	IECC supports and champions, the Adult Education program by enhancing the academic offerings and career readiness opportunities. College advisors work with the Transition Director to assist students in reaching their post-secondary goals. Guest speakers, such as financial aid counselors, adjunct instructors, and department heads of programs provide students with additional information to help them make decisions about post-secondary education. AE also works with the students who qualify to receive scholarships as well.
Prior Review Update Describe any quality improvements or modifications made since the last review period.	AE created an online Transition Skills course available across the district to assist students with post-secondary education and career readiness. A Welding Bridge program was added since the last review. Our transitions program has developed individualized opportunity and education plan (IOEP) and career goals for students to create an education pathway and document success. Online classes, to better suit our student's needs, have been added where needed as well as additional tutoring services for students that require additional help.

Review Analysis

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.

Indicator 1: Need	Response
1.1 How does the college determine need for Adult Education services and programming?	Need is determined by the demographics study conducted by Southern Illinois University, Department of Economics and Finance. The study publishes an Index of Needs and based on the 2019 findings, there are 11,913 adults in APC 529 that are eligible to AE services

1.2 Detail how the offerings are sufficient and aligned to meet the needs of students and supportive academic programs.	After acceptance into the program, the student needs are evaluated to determine the appropriate level of instruction. Labor market data for the IECC District shows that Manufacturing and Healthcare are the top two workforce categories in the region. The Bridge courses align with these workforce categories and help to prepare our students for careers in these fields. Educating and training our students to attain employment in these fields helps to strengthen and build our communities by supporting local employers as well as the students.
1.3 How will students be informed or recruited for this program?	Students are informed about the program through flyers, brochures, social media announcements, the IECC website (www.iecc.edu), radio ads and talk show sessions for radio and TV. IECC also works with the local high schools, APC members and the ROE to disseminate information
1.4 Please detail past enrollment trends and anticipated enrollment numbers for the next 5 years, if applicable.	Based on enrollment data from the past 5 years the average number of students is 285 per fiscal year. There is a correlation between enrollment and unemployment levels. We anticipate that enrollment will increase in the next two fiscal years due to increased levels of COVID related unemployment. Thereafter we expect that enrollment will level off and remain between 285-305 students per fiscal year.
Indicator 2: Cost Effectiveness	**Response**
2.1 What are the costs associated with this program?	The categories of cost associated with the program include: Faculty and staff salary and benefits, instructional materials and equipment, transitions services, travel and professional development.
2.2 How is the college paying for this program and its costs (e.g. grants, etc.)? If applicable, how is the college supporting the training portion of an IET for adult education students?	The program is funded primarily by grants. The college funds 75% of the Program Directors salary. Additionally, the college also funds 40% of adjunct instructors' salaries. The college provides office space and support services as well. We currently do not have an IET program, however as we continue to explore and develop IET programs, the college will provide support through the CTE programs. The college currently supports the Healthcare and Manufacturing Bridge programs.
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.	At this time, no sustainability plan is in place in the event of a loss of outside funding.

2.4 Based upon this review, what steps are being taken to offer curricula more cost-effectively?	The program is offering hybrid and online courses across the District. This helps reduce costs as it reduces the number of faculty needed to support students who are spread across the district. Additionally, IECC has consolidated classes to reduce costs.
2.5 Are there needs for additional resources? If so, what are they?	Additional resources and grant related funding to create and sustain viable IET programs is needed.
Indicator 3: Quality	**Response**
3.1 What are the program's strengths?	The IECC Adult Education program provides courses across 4 colleges in 12 counties. Classes are offered at offsite locations to make instruction more accessible. The courses are free to the students as are books and supplies. The courses are 8 weeks in length and offered on a continual basis. This allows for more entry points into the program. The program provides ABE/ASE, ESL courses, Bridge Courses, and Transition Courses. The courses provide elements of College and Career Readiness to help prepare students for further education and/or the workforce. Instructors with backgrounds in *Evidence Based Reading Instruction* and certified through *Standard Aligned Instruction* teach the courses.
3.2 What are the identified or potential weaknesses of the program?	More opportunities of professional development could benefit our instructors. Due to offsite locations, IECC's AE program is in need of more funds for travel opportunities between the colleges and these locations to assist in reaching the goal of providing instructor support and professional development. Additionally, the inability to track students beyond the program make it difficult to understand the program's full impact.
3.3 How is the college ensuring that the adult education program is using the state required Illinois Content Standards in the delivery of instruction?	Course syllabi and lesson plans are developed to the standard-aligned instruction. The syllabi show the standard align code numbers and the teachers use those numbers to design the lesson plan. Several of our instructors are *standard-aligned certified* as well and provide guidance for lesson plan development. We provide professional development as necessary in this area.
3.4 How does this program fit within the definition of a career pathway program? Please describe each applicable career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements.	The program provides job skills, life skills, and career and college readiness instruction. The bridge classes are designed to meet the regional employment needs. Strong relationships with local employer and community partners assist in providing students with career-focused knowledge and skills specific to the localized economy. Students receive career and academic counselling through transition services and college advisors.

3.5 Are there any alternative delivery methods of this program? (online, flexible-scheduling, team-teaching, accelerated, etc.)?	We offer face-to-face, hybrid, and online courses. Often we offer individualized lessons or differentiated instruction for the AE students.
3.6 What innovation has been implemented or brought to this program?	We have initiated blended-learning in the classroom and distance learning in the program. Also incorporated are *Canvas* learning platform, Google Classroom, and Zoom® to provide virtual sessions.
3.7 To what extent is the program integrated with other instructional programs and services?	Perkins grant is a strong partner to IECC's Adult Education program in an effort to help provide CCR standards in the Adult Ed classroom.
3.8 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Collaboration with WIOA representatives such as WADI, CEFS, and ERBA. Each of the four colleges works with the individual colleges' Foundation committee to offer scholarships. IDES collaborates with IECC to provide support services with Community Employment Workshops.
3.9 What professional development or training is offered to instructors and/or staff to ensure quality programming (including ICCB-sponsored activities)?	Instructors are encouraged to complete Standards Instruction, TABE Assessment training, DAISI training, and Methodologies offered in *iLearn*. At least two in-house Instructor/Staff professional development opportunities are offered annually as well. Each fiscal year, adjunct instructors are asked to complete 12 hours of professional development. New instructors also complete a New Teacher Orientation in addition to the 12 professional development course hours.
3.10 Please provide an analysis of retention and/or completion or, performance goal achievement, for the program.	The program has had 300+ graduates in the last 5 years. The numbers for FY20 are significantly skewed due to COVID. Based on the prior 5 years program number our average rate of graduation (GED completion) is 24%.
3.11 Are students completing the program and advancing to further postsecondary education? Please explain.	Students are completing the program and advancing into CTE and transfer programs within IECC and other community colleges and universities. Anecdotal information provides much of this documentation as monitoring student transition is a challenge.
3.12 Provide the college's goals and action steps to advance postsecondary education attainment for adult education students over the next 5 years (e.g. Integrated Education and Training (IET), Bridge, technology skills, Workforce Preparation Skills, College and Career Readiness activities, etc).	The program anticipates that within the next 5 years, IECC will have two approved and active IET programs, Welding at LTC and/or OCC and Health and Medical career IET at FCC. Bridge courses (pre IET) at all four colleges and implement CCR standards into each ABE/ASE and ESL class offered will continue.

3.13 How is the college meeting established performance measures (NRS Guidelines)?	Increasing students' NRS levels is promoted by offering standard-aligned instruction, TABE assessments, providing our students with EBRI assessments and instruction, and continual efforts through iPathways and GED.com. Tutoring services are offered through the Adult Literacy program and student services to help our students academically as well as with life and job skills.

List any barriers encountered while implementing the program.

IECC Adult Education is working on IET approval to strengthen our career pathways program offering.

Review Results

Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	IECC Adult Education and Literacy program provides services that assist adults in achieving their academic goals, allowing student to transition to further education or employment. The adult education program will benefit from a strategic approach in achieving the goals. The program will continue to create opportunities for learning that align with ICCB strategies to promote career pathways that create opportunities that lead to economic equity. On average, 285 students are served in our district. The average number of potential adult target population is 11,800. In many cases the AE program graduates more students than local high schools. The penetration rate is 2.4%, which shows that there is a clear need for scale in the district. A renewed focus on greater cooperation with our community partners is necessary to identify need and opportunities to enhance participation in work-based learning and resources to assist students in achieving their academic and career goals.

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	The intended action steps are: 1) Accelerate the shift in the program focus from students attaining their HSE to students attaining education **and** skills that creates career pathways that provide sustainable employment. Ongoing timeframe. 2) Teaching will include career-focused instruction that combines academics and job skills. We will focus on creating IET programs that meet the needs of our local economy and our students. One year timeframe. 3) We will continue to work with students to set up individualized plans to achieve their personal goals and to identify barriers in reaching these goal. 3 months. 4) We will work closely with community partners to alleviate identified barriers and to enhance work-based learning opportunity. Ongoing 5) Recruit more students to achieve greater penetration rate. Ongoing
Resources Needed	Additional funding and administrative support to implement IET programs. Also needed are detailed demographic information to identify and reach adults who are eligible students who are not participating in our program. Create a viable method to track our students when they exit the program. Technology needs abound as many our students lack computers and internet access.
Responsibility Who is responsible for completing or implementing the modifications?	The Program Director will lead the initiatives and will work alongside the Transitions Coordinator and campus AE Directors to implement the changes. Program personnel will work with the colleges and community partners to achieve the changes and modifications.

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

TITLE	FY17	FY18	FY19	FY20	FY21
Due to ICCB	9/1/17	9/1/18	9/1/19	9/1/20	9/1/21
Instruction					
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
Cross-Disciplinary					
Remedial Education/Developmental Math		FLOW			
Remedial Education/Developmental English			FLOW		
Adult Education including ESL				FLOW	
Vocational Skills					FLOW
Student & Academic Support Services					
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. 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.